



ELP

Alaska English Language Proficiency Standards



This document was prepared by the
Alaska Department of Education & Early Development.

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State Board of Education & Early Development
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ACKNOWLEDGEMENTS

The Alaska Department of Education & Early Development (EED) acknowledges the continuing involvement of many people who have contributed to the development of the Alaska English language proficiency program. A special thank-you to the following individuals for their assistance, participation, and contributions:

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PREFACE

The development of the initial Alaska English Language Proficiency Standards (March 2004 Edition) for limited English proficient students began in April 2003. A committee of 16 members representing experienced and highly qualified ESL/Bilingual teachers and administrators with experience in serving limited English proficient students worked for over six months to create the initial draft of the standards. The draft standards were reviewed in November 2003 by a group of over 50 members representing teachers and administrators with experience in serving limited English proficient students, content area teachers, administrators, parents, higher education representatives, and business representatives. The draft standards were presented at the BMEEC (Bilingual Multicultural Education Equity Conference) in February 2004. Feedback from those reviews was incorporated into the final document presented to the State Board of Education and Early Development for adoption.

In November 2005, a new English Language Proficiency Standards Review Committee met for the purpose of reexamining the 2004 Alaska ELP Standards. Recently adopted Alaska Grade Level Expectations in language arts, math, and science and extensive ELP standards development completed by other states and consortia over the last two years necessitated the review prior to aligning the standards with the newly adopted state ELP assessment.

The meeting began with a presentation of two approaches to complete the reexamination. The first approach was the option of revising the 2004 Alaska ELP Standards. The second approach involved revising a draft of potential standards that incorporated key elements of the 2004 Alaska ELP Standards as well as elements of other states' and consortia research. After thorough discussion, the committee agreed on the second approach to revise the draft version of potential ELP standards.

Work was done to revise this draft into a useful and comprehensive document that provides educators throughout the state with uniform indicators regarding students' growth and proficiency in English language acquisition. It also provides strong links to the Alaska Content Standards. The Alaska ELP Standards 2005 Edition provides guidance for classroom teachers as well as provides indicators for student proficiency in English as measured by the state adopted ELP assessment.

OVERVIEW

The Alaska English Language Proficiency (ELP) Standards establish indicators of skills in English language acquisition for K-12 limited English proficient (LEP) students. LEP students are those whose first language is not English, or Alaska Natives who came from an environment where a language other than English has had a significant impact on the level of English language proficiency [4 AAC 34.090(a)(2)]. This document focuses on the progressive development of the English language skills of listening, speaking, reading, and writing for personal, social, and academic purposes.

The Alaska English Language Proficiency Standards for limited English proficient students were created to:

- Provide guidance to teachers, schools, and districts in developing and aligning curriculum and instruction for limited English proficient students learning academic English to achieve high standards set for all students.
- Provide the foundation for Alaska's English Language Proficiency Assessment that will be used to assess a student's progress in learning English until he or she is exited from LEP status.
- Provide the criteria for determining when a student has reached a level of proficiency in English.
- Provide links to the Alaska English/Language Arts Content Standards, Alaska Math Content Standards, and Alaska Science Content Standards to enable limited English proficient students to meet the academic content standards at grade level.

REQUIREMENT

NO CHILD LEFT BEHIND ACT OF 2001

Under section 3113 of Title III of the No Child Left Behind Act of 2001 (NCLB), states are required to “establish standards and objectives for raising the level of English proficiency that are derived from the 4 recognized domains of speaking listening, reading, and writing...” These standards must be separate from the state’s English language arts standards but must be linked to them and to other academic content and student achievement standards. The Alaska English Language Proficiency Standards comply with the Title III requirements.

Under both Title I and Title III of NCLB, states are required to assess annually the English language proficiency of limited English proficient students. In addition, under Title III, states must establish Annual Measurable Achievement Objectives (AMAOs) for both progress and attainment of English language proficiency.

Under Alaska regulation, Alaska requires that all local districts within the state use the same English language proficiency assessment instrument. The instrument must measure the objectives in the ELP Standards [4 AAC 34.055(c)]. The results of this assessment will be used to determine whether or not the Alaska AMAOs have been met.

FORMAT OF

ALASKA ENGLISH LANGUAGE PROFICIENCY STANDARDS

- The ELP Standards are grouped by five grade spans (K, 1-2, 3-5, 6-8, and 9-12) within domains.
- Four standards are outlined:
 1. Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.
 2. Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.
 3. Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.
 4. Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.
- The standards and proficiency level descriptors address each of the four domains: listening, speaking, reading, and writing.
- Five proficiency levels are identified for each standard at each grade span. The fifth level is expanded to convey growth on the AMAOs. Limited English proficient students are required to score proficient two consecutive years toward exiting LEP services [4 ACC 34.055(d)(1)].
 1. Beginning Low
 2. Beginning High
 3. Intermediate Low
 4. Intermediate High
 5. Proficient/Proficient High

The standards are linked to the Alaska English/Language Arts Content Standards, Alaska Math Content Standards, and Alaska Science Content Standards as required by NCLB.

GLOSSARY

e.g.,—The examples provided correlate directly to the Grade Level Expectations (GLE) and are not exhausted in this document. It is strongly recommended that the teacher become familiar with all GLEs when working with the ELP Standards.

ELL—English Language Learner; the student who is learning English.

ESL—English as a Second Language; a model of instruction that accommodates students from different language backgrounds in the same class; the language of instruction is English.

i.e.,—abbreviation for *id est* (that is).

(L)—Local Assessment identifies indicators which are not intended for the statewide assessment but should be addressed at the local level.

LEP—Limited English Proficient; a student who meets the definition in Alaska regulation 4 AAC 34.090(a)(2) and has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him the opportunity to learn successfully in English-only classrooms.

Digraph—a pair of letters that represents the same speech sound, like “ph”.

Environmental Print—words or phrases which occur on classroom walls, bulletins, or posters in addition to building signs and the like.

Grade Level—the academic achievement level determined for each specific grade.

Graphic Organizers—diagrams or illustrations that help students organize information.

High-Frequency Words—words that occur frequently at the applicable grade level.

Identify—indicates an expected response from the student (e.g., pointing, gesturing of sorts, shaking head, speaking).

Intonation—rising and falling of the voice during articulation.

Minimal Pairs—words that differ by a single sound in the same position, like mat/sat, pet/pot.

Modeling—the act of showing what a student is to know or perform.

Modulation—two words spoken that obscure word boundaries.

Morpheme—the smallest unit of written language that cannot be divided, like “tion”.

No Child Left Behind Act—(NCLB); federal legislation passed in 2001.

Phoneme—a single unit of spoken language, like a vowel or a consonant.

Phonemic Awareness—awareness of the relationship between letters and their sounds.

Pitch—highness or lowness of the voice.

Prompt/cuing—a sentence/phrase read/spoken to the student or a gesture to an image/object to elicit a response.

Recognize—to know or identify from past experience or knowledge.

Writing—the writing portion of the IPT intended to measure: conventions, grammar, descriptive, expository, and persuasive skills. The assessment will not measure cursive, print, or typing skills.

ELP Standards

by Domain

STANDARDS: **Listening**
 GRADE: **Kindergarten**

Domain: Listening
Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2
Alaska Mathematics Content Standards: A.1, C.2, E.2
Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING	
Beginner Low	Beginner High
<p>LBL.K. 1 Listen and physically respond to simple and/or personal questions and greetings (e.g., “Is your name _____?”).</p> <p>LBL.K. 2 Follow simple one-step directions/instructions with modeling and prompting/cuing.</p> <p>LBL.K. 3 Identify some common objects named with modeling and prompting/cuing (e.g., dog, table).</p> <p>LBL.K. 4 Listen to oral presentations or stories and respond using physical actions or other means of non-verbal communication with modeling (e.g., follow song using hand movements).</p>	<p>LBH.K. 1 Listen and respond to simple yes/no questions, greetings, and phrases (e.g., “Are you a boy?”).</p> <p>LBH.K. 2 Follow some simple one-step directions/instructions (e.g., stand up).</p> <p>LBH.K. 3 Identify more common objects named (e.g., pencil, chair).</p> <p>LBH.K. 4 Listen and demonstrate through yes/no questions or physical response minimal comprehension of oral presentations, stories, and/or general texts.</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>LIL.K. 1 Listen and respond on topic to simple conversations when high-frequency words are used.</p> <p>LIL.K. 2 Follow most simple one-step directions/instructions (e.g., “Put the book on the teacher’s desk.”).</p> <p>LIL.K. 3 Identify some common objects and actions named (e.g., run, walk, big, sing).</p> <p>LIL.K. 4 Listen and discriminate between beginning sounds (e.g., cat/hat).</p> <p>LIL.K. 5 Listen and demonstrate basic comprehension of oral presentations, stories, and/or general texts.</p>	<p>LIH.K. 1 Listen and respond to simple conversations and academic discussions on general topics when high-frequency words and phrases are used.</p> <p>LIH.K. 2 Follow some simple two-step directions/instructions (e.g., “Stand up and turn around three times.”).</p> <p>LIH.K. 3 Identify more objects and actions named (e.g., counting, ordinal positions of first & last, small).</p> <p>LIH.K. 4 Listen and discriminate between words with different ending sounds (e.g., cat/cap).</p> <p>LIH.K. 5 Identify some key elements of oral presentations, stories, and/or general texts (e.g., topic, characters, sequencing, story mapping).</p>

PROFICIENT	
Proficient	Proficient High
<p>LPK. 1 Listen and respond to most conversations and academic discussions on general topics when grade-level vocabulary is used.</p> <p>LPK. 2 Follow most simple two-step directions/instructions (e.g., “Color the apple red and put an ‘x’ on the orange.”).</p> <p>LPK. 3 Identify some grade-level vocabulary named (e.g., numbers, five ordinal positions, slow).</p> <p>LPK. 4 Listen and identify the most common sounds that some single letters make in the English alphabet.</p> <p>LPK. 5 Identify most key elements of oral presentations, stories, and general texts (e.g., main idea, characters, sequencing, story mapping).</p>	<p>LPH.K. 1 Listen and respond appropriately to all conversations and academic discussions when grade-level vocabulary is used.</p> <p>LPH.K. 2 Follow multi-step directions/instructions.</p> <p>LPH.K. 3 Identify most grade-level appropriate objects and actions named (e.g., prepositional phrases, tall, short, ordinal positions 1st to 10th).</p> <p>LPH.K. 4 Listen and identify the most common sounds that all single letters make in the English alphabet.</p> <p>LPH.K. 5 Identify key elements of oral presentations, stories, and general texts (e.g., main idea, characters, sequencing, story mapping).</p>

STANDARDS: **Listening**

GRADE SPAN: **1–2**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.1-2. 1 Listen and physically respond to simple and/or personal questions and greetings (e.g., “Is your name _____?”).</p> <p>LBL.1-2. 2 Follow simple one-step directions/instructions with modeling and prompting/cuing.</p> <p>LBL.1-2. 3 Identify some common objects with modeling and prompting/cuing (e.g., dog, fish).</p> <p>LBL.1-2. 4 Listen to oral presentations or stories and respond using physical actions or other means of non-verbal communication with modeling and prompting/cuing (e.g., follow song using hand movements).</p>	<p>LBH.1-2. 1 Listen and respond to simple yes/no questions, greetings, and phrases (e.g., Are you a boy?).</p> <p>LBH.1-2. 2 Follow some simple one-step directions/instructions (e.g., stand up).</p> <p>LBH.1-2. 3 Identify common objects, letters, symbols, and numbers (e.g., size, shape, 0-10).</p> <p>LBH.1-2. 4 Listen and identify most sounds that single letters make in the English alphabet.</p> <p>LBH.1-2. 5 Listen and demonstrate a minimal comprehension of oral presentations and stories by responding to literal questions and statements with modeling and prompting/cuing.</p>	<p>LIL.1-2. 1 Listen and respond on topic to simple conversations when high-frequency words are used.</p> <p>LIL.1-2. 2 Follow most simple one-step directions/instructions.</p> <p>LIL.1-2. 3 Identify common objects and/or actions with simple descriptors (e.g., red car).</p> <p>LIL.1-2. 4 Listen and identify some sounds that combine letters (e.g., digraphs ch, th, sh, etc.).</p> <p>LIL.1-2. 5 Identify the topic of an oral presentation through drawings, verbal, and non-verbal responses with prompting/cuing.</p>	<p>LIH.1-2. 1 Listen and respond to simple conversations and academic discussions on general topics when high-frequency words and phrases are used.</p> <p>LIH.1-2. 2 Follow simple two-step directions/instructions.</p> <p>LIH.1-2. 3 Identify objects and/or actions named (e.g., ordinal positions 1st to 10th, under, over).</p> <p>LIH.1-2. 4 Listen and identify most sounds that letters make (e.g., beginning and ending).</p> <p>LIH.1-2. 5 Identify some key elements of oral presentations, stories, and/or general texts (e.g., topic, characters, steps).</p>	<p>LP.1-2. 1 Listen and respond to most conversations and academic discussions when grade-level vocabulary is used.</p> <p>LP.1-2. 2 Follow two-step and three-step directions/instructions.</p> <p>LP.1-2. 3 Identify grade-level objects, actions, and directional phrases named (e.g., forward, backward, more, less, greater than, plus, minus, equal to).</p> <p>LP.1-2. 4 Listen and identify sounds in words (e.g., beginning/middle/ending sounds).</p> <p>LP.1-2. 5 Identify most key elements of oral presentations, stories, and general texts (e.g., main idea, characters, plot).</p>	<p>LPH.1-2. 1 Listen and respond appropriately to all conversations and academic discussions when grade-level vocabulary is used (e.g., complex descriptors: adjectives, adverbs).</p> <p>LPH.1-2. 2 Follow multi-step directions/instructions.</p> <p>LPH.1-2. 3 Identify grade-level objects and actions (e.g., nouns and verbs).</p> <p>LPH.1-2. 4 Identify all key elements of oral presentations, stories, and general texts (e.g., sequencing with picture cards).</p>

STANDARDS: **Listening**

GRADE SPAN: **3–5**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.3-5. 1 Listen and physically respond to simple questions and greetings with modeling and prompting/cuing (e.g., “Is your name ___?”).</p> <p>LBL.3-5. 2 Respond appropriately to simple, one-step directions/instructions (e.g., stand up).</p> <p>LBL.3-5. 3 Identify some common objects with modeling and prompting/cuing (e.g., dog, fish).</p> <p>LBL.3-5. 4 Listen to oral presentations or stories and respond using physical actions or other means of non-verbal communication with modeling and prompting/cuing (e.g., follow song using hand movements).</p>	<p>LBH.3-5. 1 Listen and respond to simple yes/no questions, greetings, and phrases with visual prompting/cuing (e.g., “Will you stay after school?”).</p> <p>LBH.3-5. 2 Respond appropriately to simple one and two-step directions/instructions with modeling prompting/cuing.</p> <p>LBH.3-5. 3 Identify some objects, letters, symbols, and figures with modeling and prompting/cuing (e.g., size, shape, plus, minus).</p> <p>LBH.3-5. 4 Identify the topic of an oral presentation through drawings, verbal, and non-verbal responses.</p>	<p>LIL.3-5. 1 Listen and respond to questions, greetings, and phrases.</p> <p>LIL.3-5. 2 Respond appropriately to one and two-step directions/instructions.</p> <p>LIL.3-5. 3 Demonstrate comprehension of a few context-embedded academic vocabulary words with prompting (e.g., citizen, fraction, Earth’s crust, graphs).</p> <p>LIL.3-5. 4 Identify objects, actions, symbols, and equations (e.g., multiplication, division, slow, fast).</p> <p>LIL.3-5. 5 Identify some key elements of oral presentations or stories with prompting/cuing (e.g., main idea, characters, supporting details).</p>	<p>LIH.3-5. 1 Listen and respond appropriately to conversations and discussions when some academic vocabulary is used.</p> <p>LIH.3-5. 2 Respond appropriately to most multi-step directions/instructions.</p> <p>LIH.3-5. 3 Demonstrate comprehension of some context-embedded academic vocabulary (e.g., multiplication, division, energy, cycle, tall, short, graphs, summary).</p> <p>LIH.3-5. 4 Identify some key elements of oral presentations or stories without prompting (e.g., main idea, characters, setting, supporting details).</p>	<p>LP.3-5. 1 Listen and respond to most academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LP.3-5. 2 Respond appropriately to some multi-step directions/instructions on academic topics when grade-level vocabulary is used (e.g., create a map showing natural resources and physical features).</p> <p>LP.3-5. 3 Demonstrate comprehension of some grade-level academic vocabulary (e.g., multiplication, division, energy, cycle, graphs, species).</p> <p>LP.3-5. 4 Identify most key elements of oral presentations, stories, and lectures (e.g., main idea, setting, supporting details).</p>	<p>LPH.3-5. 1 Listen and respond to academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LPH.3-5. 2 Respond appropriately to most multi-step directions/instructions on academic topics when grade-level vocabulary is used.</p> <p>LPH.3-5. 3 Demonstrate comprehension of most grade-level academic vocabulary.</p> <p>LPH.3-5. 4 Identify and summarize all key elements of oral presentations and lectures at grade level (e.g., main idea, purpose, characters, cause/effect, supporting details, mood).</p>

STANDARDS: **Listening**

GRADE SPAN: **6–8**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING	
Beginner Low	Beginner High
<p>LBL.6-8. 1 Listen and respond appropriately to simple and personal questions and greetings with modeling and prompting/cuing (e.g., “Is your name _____?”).</p> <p>LBL.6-8. 2 Respond appropriately to simple one-step directions/instructions with modeling and prompting/cuing.</p> <p>LBL.6-8. 3 Identify some objects, letters, and symbols with modeling and prompting/cuing (e.g., multiplication, textbook, ruler).</p> <p>LBL.6-8. 4 Demonstrate comprehension of simple oral presentations and stories through non-verbal responses with modeling and prompting/cuing (e.g., safety procedures).</p>	<p>LBH.6-8. 1 Listen and respond to simple yes/no questions and greetings with prompting/cuing (e.g., “Is this your locker?”).</p> <p>LBH.6-8. 2 Respond appropriately to simple two-step directions/instructions with modeling and prompting/cuing.</p> <p>LBH.6-8. 3 Identify some objects, actions, letters, symbols, and shapes (e.g., run, slow, tall, fractions).</p> <p>LBH.6-8. 4 Identify the topic of oral presentations through verbal and non-verbal responses.</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>LIL.6-8. 1 Listen and respond appropriately to conversations and discussions.</p> <p>LIL.6-8. 2 Respond appropriately to multi-step directions/instructions with prompting (e.g., illustrated images of steps or directions).</p> <p>LIL.6-8. 3 Demonstrate comprehension of a few context-embedded academic vocabulary words with prompting (e.g., percent, decimals, microscope, graphs).</p> <p>LIL.6-8. 4 Identify a few key elements of oral presentations and stories with prompting (e.g., main idea, characters, supporting details).</p>	<p>LIH.6-8. 1 Listen and respond appropriately to conversations and discussions when some academic vocabulary is used.</p> <p>LIH.6-8. 2 Respond appropriately to some multi-step directions/instructions.</p> <p>LIH.6-8. 3 Demonstrate comprehension of some context-embedded academic vocabulary (e.g., square root, exponents, wavelength, summary).</p> <p>LIH.6-8. 4 Identify some key elements of oral presentations, stories, and/or lectures (e.g., main idea, characters, supporting details, tone, restating).</p>

PROFICIENT	
Proficient	Proficient High
<p>LP.6-8. 1 Listen and respond to most conversations and academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LP.6-8. 2 Respond appropriately to some multi-step directions/instructions on academic topics when grade-level vocabulary is used.</p> <p>LP.6-8. 3 Demonstrate comprehension of some grade-level academic vocabulary (e.g., summary, coordinates).</p> <p>LP.6-8. 4 Identify most grade-level key elements of oral presentations and lectures (e.g., main idea, characters, supporting details, tone, restating).</p>	<p>LPH.6-8. 1 Listen and respond to conversations and academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LPH.6-8. 2 Respond appropriately to most multi-step directions/instructions on academic topics when grade-level vocabulary is used.</p> <p>LPH.6-8. 3 Demonstrate comprehension of most academic vocabulary at grade-level (e.g., subsistence).</p> <p>LPH.6-8. 4 Identify and summarize grade-level key elements of oral presentations and lectures (e.g., main idea, characters, cause/effect, supporting details).</p>

STANDARDS: **Listening**

GRADE SPAN: **9–12**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING	
Beginner Low	Beginner High
<p>LBL.9-12. 1 Listen and respond to general and personal questions with modeling and prompting/cuing (e.g., “Is your name ___?”).</p> <p>LBL.9-12. 2 Respond appropriately to one-step directions/instructions with modeling (e.g., stand up).</p> <p>LBL.9-12. 3 Demonstrate minimal comprehension of objects, actions, letters, and symbols through one or two-word responses (e.g., percent, decimals, experiment, microscope history, science, math).</p> <p>LBL.9-12. 4 Demonstrate comprehension of simple oral presentations and stories through one-word, two-word, or non-verbal responses (e.g., point to the appropriate picture or give yes/no answers).</p>	<p>LBH.9-12. 1 Listen and respond to simple yes/no questions and greetings with prompting/cuing (e.g., “Is this your locker?”).</p> <p>LBH.9-12. 2 Respond appropriately to two-step directions with prompting/cuing.</p> <p>LBH.9-12. 3 Demonstrate basic comprehension of common academic vocabulary with prompting/cuing (e.g., percent, decimals, fractions, graphs, experiments, scale, multiplication sign).</p> <p>LBH.9-12. 4 Identify the topic of oral presentations and stories through simple phrases, physical actions, and other non-verbal communication.</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>LIL.9-12. 1 Listen and respond appropriately to conversations.</p> <p>LIL.9-12. 2 Respond appropriately to multi-step directions/instructions with prompting (e.g., illustrated images of steps or directions).</p> <p>LIL.9-12. 3 Demonstrate comprehension of simplified academic vocabulary and concepts (e.g., herbivore, carnivore, hypothesis).</p> <p>LIL.9-12. 4 Identify a few key elements of oral presentations, text, and/or lectures (e.g., main idea, characters, supporting details, cause/effect).</p>	<p>LIH.9-12. 1 Listen and respond appropriately to conversations (including social L) and academic discussions when simplified English is used.</p> <p>LIH.9-12. 2 Respond appropriately to multi-step directions/instructions (e.g., science lab safety rules).</p> <p>LIH.9-12. 3 Demonstrate comprehension of some grade-level academic vocabulary and concepts (e.g., metal, non-metal, antagonist/protagonist).</p> <p>LIH.9-12. 4 Identify some key elements of oral presentations, text, and lectures (e.g., main idea, characters, supporting details, tone).</p>

PROFICIENT	
Proficient	Proficient High
<p>LP.9-12. 1 Listen and respond appropriately to conversations (including social L) and academic discussions using grade-level vocabulary.</p> <p>LP.9-12. 2 Respond appropriately to some multi-step academic directions/instructions when grade-level vocabulary is used.</p> <p>LP.9-12. 3 Demonstrate comprehension of most academic vocabulary (e.g., protons, neutrons, thermal, electromagnetic).</p> <p>LP.9-12. 4 Identify most key elements of oral presentations, text, and lectures (e.g., main idea, characters, supporting details).</p>	<p>LPH.9-12. 1 Listen and respond appropriately to conversations and academic discussions on a variety of topics when expanded vocabulary is used.</p> <p>LPH.9-12. 2 Respond appropriately to multi-step directions on academic topics when grade-level vocabulary is used.</p> <p>LPH.9-12. 3 Demonstrate comprehension of vocabulary based on increasingly complex academic concepts (e.g., reactivity, cataclysms).</p> <p>LPH.9-12. 4 Identify all key elements of oral presentations, text, and lectures (e.g., main idea, characters, supporting details, mood, humor, idiomatic expressions).</p>

STANDARDS: **Speaking**
 GRADE: **Kindergarten**

Domain: Speaking
Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4
Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1
Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING	
Beginner Low	Beginner High
<p>SBL.K. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., draw, match objects, point to answer, play games).</p> <p>SBL.K. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBL.K. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., square, circle, round, 0-10).</p>	<p>SBH.K. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., water, hungry).</p> <p>SBH.K. 2 Speak with minimal coherence, pauses; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBH.K. 3 Describe or name common objects, letters, and numbers with prompting/cuing (e.g., 0-10, shapes, animals).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>SIL.K. 1 Use simple words and phrases to ask/respond to questions and/or express own ideas (e.g., here, he, mine, please, yes, no).</p> <p>SIL.K. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm of English.</p> <p>SIL.K. 3 Describe and/or name objects/actions and numbers (e.g., bottom, top, run, walk, large, red).</p> <p>SIL.K. 4 Retell stories and events using simple words and limited detail (e.g., familiar song, rhyme).</p>	<p>SIH.K. 1 Use simple sentence structure with high-frequency words to ask/respond to questions and/or express own ideas (e.g., I need help, I want _____, I want to go, who, what, where questions).</p> <p>SIH.K. 2 Speak with greater coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm (stress and intonation L) of English.</p> <p>SIH.K. 3 Retell some key elements, events, stories, and/or general information (e.g., characters, steps in directions).</p>

PROFICIENT	
Proficient	Proficient High
<p>SP.K. 1 Use most conventions of Standard English and grade-level vocabulary to ask/respond and/or express own ideas (e.g., subject-verb agreement, pronouns, prepositions).</p> <p>SP.K. 2 Speak clearly with flow and some hesitation (e.g., tell a personal experience).</p> <p>SP.K. 3 Retell most key elements of events, stories, and/or general information (e.g., main idea, characters, plot, solution to a problem).</p>	<p>SPH.K. 1 Use conventions of Standard English and expanded vocabulary to ask/respond and/or express own ideas.</p> <p>SPH.K. 2 Speak clearly with consistency and minimal hesitation (e.g., tell an original story).</p> <p>SPH.K. 3 Retell key elements of events, stories, and/or academic information (e.g., main idea, characters, solution to a problem).</p>

STANDARDS: **Speaking**

GRADE SPAN: **1–2**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING	
Beginner Low	Beginner High
<p>SBL.1-2. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., draw, match objects, point to answer, play games).</p> <p>SBL.1-2. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBL.1-2. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., square, circle, round, 0-10).</p>	<p>SBH.1-2. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., water, hungry, please, thank-you, help).</p> <p>SBH.1-2. 2 Speak with minimal coherence, pauses; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBH.1-2. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., size, shape, patterns, 0-20, equal to, weather-related words from pictures).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>SIL.1-2. 1 Use simple words and phrases to ask/respond to questions and/or express own ideas (e.g., who, what, where, and when questions).</p> <p>SIL.1-2. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm of English (e.g., tell personal experience).</p> <p>SIL.1-2. 3 Describe and/or name objects/actions and numbers (e.g., bottom, top, run, walk, more, less, greater than).</p> <p>SIL.1-2. 4 Retell stories and events using simple words and limited detail (e.g., characters, time and place, story problem, seasons, information from graphs).</p>	<p>SIH.1-2. 1 Use simple sentence structure with high-frequency words to ask/respond to questions and/or express own ideas.</p> <p>SIH.1-2. 2 Speak with greater coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm, (stress and intonation L) of English.</p> <p>SIH.1-2. 3 Retell and summarize some key elements of events, stories, and/or general information (e.g., characters, setting, sequence, solution to a problem).</p>

PROFICIENT	
Proficient	Proficient High
<p>SP.1-2. 1 Use most conventions of Standard English and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., subject-verb agreement, pronouns, prepositions).</p> <p>SP.1-2. 2 Speak clearly with flow and some hesitation (e.g., tell an original story).</p> <p>SP.1-2. 3 Restate, summarize, and/or describe most key elements of events, stories, and general information (e.g., main idea, characters, setting, scientific sequences and procedures, cause/effect).</p>	<p>SPH.1-2. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas.</p> <p>SPH.1-2. 2 Speak clearly with consistency and minimal hesitation (e.g., part in a school play or performance).</p> <p>SPH.1-2. 3 Restate, summarize, and/or describe key elements of events, stories, and academic information (e.g., main idea, characters, prediction).</p>

STANDARDS: **Speaking**

GRADE SPAN: **3–5**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>SBL.3-5. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., water, hungry).</p> <p>SBL.3-5. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBL.3-5. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., size, shape, plus, minus, weather pictures, animal pictures).</p>	<p>SBH.3-5. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., What time?).</p> <p>SBH.3-5. 2 Speak with minimal coherence and pauses; approximate pronunciation of a number of English language phonemes and single words.</p> <p>SBH.3-5. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., numbers, patterns, addition, subtraction).</p>	<p>SIL.3-5. 1 Use high-frequency words and phrases to ask/respond to questions and/or express own ideas (e. g., informal class presentation).</p> <p>SIL.3-5. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIL.3-5. 3 Describe and/or name objects/actions and numbers (e.g., charts, multiplication, division, attributes of geometric figures).</p> <p>SIL.3-5. 4 Retell stories, information, and events using simple words and limited detail (e.g., life cycle, water cycle, data display, graphs).</p>	<p>SIH.3-5. 1 Use simple sentence structure with high-frequency words to ask/respond to questions and/or express own ideas.</p> <p>SIH.3-5. 2 Speak with greater coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIH.3-5. 3 Restate, summarize and/or describe some key elements of events, stories, and/or general information (e.g., main idea, characters, math operations, scientific procedures, timelines).</p>	<p>SP.3-5. 1 Use most conventions of Standard English (e.g., subject-verb agreement, pronouns, prepositions) and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., formal classroom presentations).</p> <p>SP.3-5. 2 Speak clearly with flow and some hesitation.</p> <p>SP.3-5. 3 Restate, summarize, and/or describe most key elements of events, stories, and academic information (e.g., main idea, resolution, predictions, hypothesis, draw conclusion, land features, natural forces).</p>	<p>SPH.3-5. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas.</p> <p>SPH.3-5. 2 Speak clearly with consistency and minimal hesitation.</p> <p>SPH.3-5. 3 Restate, summarize, and/or describe key elements of events, stories, and academic information (e.g., main idea, cause/effect, functions of organisms, Venn diagram, compare/contrast).</p>

STANDARDS: **Speaking**

GRADE SPAN: **6–8**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING	
Beginner Low	Beginner High
<p>SBL.6-8. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., water, hungry).</p> <p>SBL.6-8. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of words.</p> <p>SBL.6-8. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., multiplication, textbook, ruler).</p>	<p>SBH.6-8. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., What time?, How do you know?).</p> <p>SBH.6-8. 2 Speak with minimal coherence, pauses; approximate pronunciation of words (e.g., scientific vocabulary associated with events and math problems).</p> <p>SBH.6-8. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., numbers, patterns, addition, and subtraction including algebraic and geometric expressions).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>SIL.6-8. 1 Use high-frequency words and phrases to ask/respond to questions and/or express own ideas (e.g., informal class presentation).</p> <p>SIL.6-8. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English (e.g., retell math problems, describe scientific events).</p> <p>SIL.6-8. 3 Describe and/or name objects/actions, and numbers (e.g., percent, decimals, microscope, graphs).</p> <p>SIL.6-8. 4 Retell stories, information, and events using simple words and limited detail (e.g., main idea, characters, supporting details, life cycle, seasons, data display, math problems).</p>	<p>SIH.6-8. 1 Use some conventions of Standard English (e.g., verb tenses: past, present, future) and high-frequency words to ask/respond to questions and/or express own ideas.</p> <p>SIH.6-8. 2 Speak with greater coherence and/or sufficient fluency to convey ideas with brief pauses, repetition, and circumlocution; approximate pronunciation, rhythm, stress, and intonation of English (e.g., summarize math problems, compare/contrast scientific events).</p> <p>SIH.6-8. 3 Restate, summarize and/or describe some key elements, events, stories, and/or information (e.g., main idea, characters, math operations, procedures).</p>

PROFICIENT	
Proficient	Proficient High
<p>SP.6-8. 1 Use most conventions of Standard English (e.g., subject-verb agreement, appositives, clauses) and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., formal classroom presentations, interview, persuade).</p> <p>SP.6-8. 2 Speak clearly with flow and some hesitation (e.g., describe math information, predict future scientific events).</p> <p>SP.6-8. 3 Restate, summarize and/or describe most key elements of events, stories, and academic information (e.g., main idea, resolution, compare/contrast, predictions, hypothesis, draw conclusion).</p>	<p>SPH.6-8. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas (e.g., support opinion with relevant details, impromptu speech).</p> <p>SPH.6-8. 2 Speak clearly with consistency and minimal hesitation (e.g., infer steps to solving math problems and predict effects of future scientific events).</p> <p>SPH.6-8. 3 Restate, summarize, and/or describe key elements of events, stories, and academic information (e.g., main idea, cause/effect, compare/contrast).</p>

STANDARDS: **Speaking**

GRADE SPAN: **9–12**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>SBL.9-12. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., bus, backpack, money, locker, personal information).</p> <p>SBL.9-12. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of words.</p> <p>SBL.9-12. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., area, graph, textbook, ruler, computer, microscope, calculator).</p>	<p>SBH.9-12. 1 Use simple words and phrases to ask/respond to questions and express own ideas with prompting/cuing (e.g., “What time?”, schedule).</p> <p>SBH.9-12. 2 Speak with minimal coherence and pauses; approximate pronunciation of words.</p> <p>SBH.9-12. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., greater than, percent, decimals, fractions, graphs, experiments).</p>	<p>SIL.9-12. 1 Use high-frequency words (e.g., transitional words) and phrases to ask/respond to questions and/or express own ideas (e.g., informal class presentation, differentiate opinions/facts).</p> <p>SIL.9-12. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIL.9-12. 3 Describe and/or name objects/actions, symbols, and numbers (e.g., square root, Celsius, graphs).</p> <p>SIL.9-12. 4 Restate, summarize, and/or describe stories, information, and events using simple words and limited detail (e.g., main idea, characters, supporting details, data display, math operations).</p>	<p>SIH.9-12. 1 Use some conventions of Standard English (e.g., transitional words, complex sentences, prepositional phrases) and high-frequency words to ask/respond to questions and/or express own ideas (e.g., soliciting information, provide facts and opinions to articulate argument).</p> <p>SIH.9-12. 2 Speak with greater coherence and/or sufficient fluency to convey ideas with brief pauses, repetition, and circumlocution; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIH.9-12. 3 Restate, summarize and/or describe some key elements of events, stories, and/or information (e.g., main idea, characters, inferences, respiratory system, math problem).</p>	<p>SP9-12. 1 Use most conventions of Standard English (e.g., appositives, clauses) and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., figurative language, formal classroom presentations, interview, persuade).</p> <p>SP9-12. 2 Speak clearly with flow and some hesitation.</p> <p>SP9-12. 3 Restate, summarize and describe most key elements of events, stories, and academic information (e.g., main idea, literary elements compare/contrast, predictions, hypothesis, draw conclusion, interdependence).</p>	<p>SPH.9-12. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas (e.g., support opinion with relevant details and resources, impromptu speech).</p> <p>SPH.9-12. 2 Speak clearly with consistency and minimal hesitations.</p> <p>SPH.9-12. 3 Restate, summarize, and describe key elements of events, stories, and academic information (e.g., main idea, cause/effect, literary elements, compare/contrast, math reasoning).</p>

STANDARDS: **Reading**
 GRADE: **Kindergarten**

Domain: Reading
Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1
Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2
Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.K. 1 Hold print materials in correct position with modeling. (L)</p> <p>RBL.K. 2 Begin to distinguish letters from other written symbols and numbers.</p>	<p>RBH.K. 1 Demonstrate directionality (left to right) with modeling. (L)</p> <p>RBH.K. 2 Recognize own name in print. (L)</p> <p>RBH.K. 3 Recognize a few single letters of the English alphabet.</p> <p>RBH.K. 4 Match/group letters to like letters.</p>	<p>RIL.K. 1 Recognize a few words in environmental print. (L)</p> <p>RIL.K. 2 Recognize a few upper or lower-case letters of the English alphabet in isolation and within words.</p> <p>RIL.K. 3 Recognize a few English phonemes with prompting and modeling (e.g., rhyming, sounds same/different).</p>	<p>RIH.K. 1 Recognize and/or use in context a few sight words and environmental print with prompting.</p> <p>RIH.K. 2 Recognize some upper and lower-case letters of the English alphabet in isolation and within words.</p> <p>RIH.K. 3 Recognize some English phonemes including initial consonants with prompting.</p> <p>RIH.K. 4 Decode a few familiar words in context.</p>	<p>RPK. 1 Recognize and use in context some grade-level sight words.</p> <p>RPK. 2 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RPK. 3 Recognize some English phonemes including initial consonants.</p> <p>RPK. 4 Decode some simple words (e.g., beginning/middle/ending sounds).</p>	<p>RPH.K. 1 Recognize and use in context most grade-level sight words.</p> <p>RPH.K. 2 Recognize all upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RPH.K. 3 Recognize English phonemes including initial consonants.</p> <p>RPH.K. 4 Decode simple words.</p>

STANDARDS: **Reading**

GRADE SPAN: **1–2**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, A.8, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.3, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING	
Beginner Low	Beginner High
<p>RBL.1-2. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.1-2. 2 Begin to distinguish letters from other written symbols and numbers.</p> <p>RBL.1-2. 3 Recognize own name in print. (L)</p> <p>RBL.1-2. 4 Recognize English phonemes with prompting and modeling (e.g., rhyming, sounds same/different, initial consonants).</p>	<p>RBH.1-2. 1 Demonstrate one-to-one correspondence of spoken and printed words with modeling and prompting (e.g., follow along when text is read aloud).</p> <p>RBH.1-2. 2 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.1-2. 3 Recognize some high-frequency words in simple or patterned text.</p> <p>RBH.1-2. 4 Decode simple words with prompting and modeling.</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>RIL.1-2. 1 Recognize all upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RIL.1-2. 2 Recognize and/or use in context some high-frequency words.</p> <p>RIL.1-2. 3 Use phonetic knowledge and structural analysis to decode regularly spelled words</p> <p>RIL.1-2. 4 Demonstrate comprehension of simple sentences (e.g., who, what, where).</p>	<p>RIH.1-2. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.1-2. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., knowledge of syllables, suffixes, prefixes).</p> <p>RIH.1-2. 3 Demonstrate comprehension of simple text (e.g., story line, graphs, characters, simple graphic organizers).</p>

PROFICIENT	
Proficient	Proficient High
<p>RP.1-2. 1 Comprehend meaning of most grade-level words in most grade-level text (e.g., math story problems, sort living organisms).</p> <p>RP.1-2. 2 Demonstrate comprehension of most grade-level text (e.g., main idea, conflict, sequence, lesson/message, resolution, supporting details, directions).</p>	<p>RPH.1-2. 1 Comprehend meaning of words in grade-level text (e.g., traits of animals and plants).</p> <p>RPH.1-2. 2 Demonstrate comprehension of grade-level text (e.g., plot, inferences).</p>

STANDARDS: **Reading**

GRADE SPAN: **3–5**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.3-5. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.3-5. 2 Begin to distinguish letters from other written symbols and numbers.</p> <p>RBL.3-5. 3 Recognize English phonemes with prompting and modeling (e.g., rhyming, sounds same/different).</p>	<p>RBH.3-5. 1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.3-5. 2 Recognize and/or use in context some high-frequency words in simple or patterned text.</p> <p>RBH.3-5. 3 Decode simple words using phonics and visual (i.e., letter-sound relationships).</p> <p>RBH.3-5. 4 Demonstrate comprehension of words (e.g., scientific method vocabulary).</p>	<p>RIL.3-5. 1 Recognize and/or use in context some high-frequency words.</p> <p>RIL.3-5. 2 Use phonetic knowledge and structural analysis to decode regularly spelled words (e.g., knowledge of syllables, suffixes, prefixes).</p> <p>RIL.3-5. 3 Demonstrate comprehension of simple sentences (e.g., respond to who, what, when, where, why questions).</p>	<p>RIH.3-5. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.3-5. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., roots, antonyms/synonyms).</p> <p>RIH.3-5. 3 Demonstrate comprehension of text (e.g., main idea, graphs, charts, graphic organizers, conflict, sequence, lesson/message, supporting details, directions).</p>	<p>RP.3-5. 1 Comprehend meaning of most grade-level words in most grade-level text (e.g., solar system, data, tables, graphs).</p> <p>RP.3-5. 2 Demonstrate comprehension of most grade-level text (e.g., main idea, fact/opinion, cause/effect, supporting details, resolution, summary).</p>	<p>RPH.3-5. 1 Comprehend meaning of words in text (e.g., categorizing words: homonyms).</p> <p>RPH.3-5. 2 Demonstrate comprehension of grade-level text (e.g., hypothesis, plot, point of view).</p>

STANDARDS: **Reading**

GRADE SPAN: **6–8**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.6-8. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.6-8. 2 Recognize some upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBL.6-8. 3 Recognize and/or use in context a few high-frequency words (e.g., own name, signs, addresses, labels).</p> <p>RBL.6-8. 4 Decode simple illustrated words using phonics (i.e., letter-sound relationships).</p>	<p>RBH.6-8. 1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.6-8. 2 Recognize and/or use in context some high-frequency words in simple or patterned text.</p> <p>RBH.6-8. 3 Use phonetic knowledge and structural analysis to decode regularly spelled words.</p> <p>RBH.6-8. 4 Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).</p>	<p>RIL.6-8. 1 Recognize and/or use in context some high-frequency words.</p> <p>RIL.6-8. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots, suffixes, prefixes, syllables).</p> <p>RIL.6-8. 3 Demonstrate comprehension of simple text (e.g., characters, charts, predictions, story problems).</p>	<p>RIH.6-8. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.6-8. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., roots, antonyms/synonyms).</p> <p>RIH.6-8. 3 Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, supporting details, directions, classify data).</p>	<p>RP.6-8. 1 Comprehend meaning of most grade-level words in text (e.g., coordinates, variables).</p> <p>RP.6-8. 2 Demonstrate comprehension of most grade-level text (e.g., plot, interpret, evaluate, analyze literary works and data, classify, interpret data, outcome, resolution, figurative language).</p>	<p>RPH.6-8. 1 Comprehend meaning of grade-level words in grade-level text (e.g., area, volume).</p> <p>RPH.6-8. 2 Demonstrate comprehension of grade-level text (e.g., explain, defend position, identify evidence).</p>

STANDARDS: **Reading**

GRADE SPAN: **9–12**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.9-12. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.9-12. 2 Recognize some upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBL.9-12. 3 Recognize and/or use in context a few high-frequency words (e.g., own name, signs, addresses, labels).</p> <p>RBL.9-12. 4 Decode simple illustrated words using phonics (i.e., letter-sound relationships).</p>	<p>RBH.9-12. 1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.9-12. 2 Recognize and/or use in context some high-frequency words in simple or patterned text.</p> <p>RBH.9-12. 3 Use phonetic knowledge and structural analysis to decode regularly spelled words.</p> <p>RBH.9-12. 4 Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).</p>	<p>RIL.9-12. 1 Recognize and/or use in context some high-frequency words.</p> <p>RIL.9-12. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots, suffixes, prefixes, verb tenses).</p> <p>RIL.9-12. 3 Demonstrate comprehension of simple text (e.g., charts, predictions, story problems).</p>	<p>RIH.9-12. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.9-12. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., verb tenses, context clues).</p> <p>RIH.9-12. 3 Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, resolution, supporting details, tone, classify data, point of view).</p>	<p>RP9-12. 1 Comprehend meaning of most grade-level words in text (e.g., dependent variable).</p> <p>RP9-12. 2 Demonstrate comprehension of most grade-level text (e.g., plot, evaluate, classify, interpret data, figurative language, facts).</p>	<p>RPH.9-12. 1 Comprehend meaning of grade-level words in grade-level text (e.g., supplementary angles).</p> <p>RPH.9-12. 2 Demonstrate comprehension of grade-level text (e.g., tone, critical analysis, tables, applying formula, describing, identifying evidence, relationships).</p>

STANDARDS: **Writing**
 GRADE: **Kindergarten**

Domain: Writing
Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4
Alaska Mathematics Content Standards: A.1, A.3, A.4, A.5, A.6, C.1, C.3, E.1
Alaska Science Content Standards: A.1, A.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>WBL.K. 1 Copy or trace letters with prompting and modeling.</p> <p>WBL.K. 2 Copy first name using a model. (L)</p>	<p>WBH.K. 1 Write first name, lower or upper-case, and a few other letters/numbers with modeling and prompting.</p>	<p>WIL.K. 1 Copy words posted and commonly used in the classroom (e.g., environmental print, word wall words).</p> <p>WIL.K. 2 Write a few upper and lower-case letters of the English alphabet.</p>	<p>WIH.K. 1 Write some upper and lower-case letters of the English alphabet.</p> <p>WIH.K. 2 Write using some phonetic spelling (e.g., kt for cat).</p>	<p>WP.K. 1 Write most upper and lower-case letters in the English alphabet.</p> <p>WP.K. 2 Write one or two high-frequency words using some phonetic spelling.</p>	<p>WPH.K. 1 Write all upper and lower-case letters in the English alphabet.</p> <p>WPH.K. 2 Write one or two high-frequency words using phonetic spelling to represent all sounds in the words.</p>

STANDARDS: **Writing**

GRADE SPAN: **1–2**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING	
Beginner Low	Beginner High
<p>WBL.1-2. 1 Copy or trace letters/numbers and words on a straight line from left to right.</p> <p>WBL.1-2. 2 Copy first name using a model. (L)</p>	<p>WBH.1-2. 1 Copy or write words/numbers, phrases, and simple sentences (e.g., environmental print, word wall words).</p> <p>WBH.1-2. 2 Write many upper and lower-case letters of the English alphabet. (L)</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>WIL.1-2. 1 Write some high-frequency words.</p> <p>WIL.1-2. 2 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, capitalization of first word).</p> <p>WIL.1-2. 3 Use phonetic knowledge to spell three- and four-letter words in a way similar to the target words.</p>	<p>WIH.1-2. 1 Write most high-frequency words.</p> <p>WIH.1-2. 2 Write simple sentences using conventions of Standard English (e.g., ending punctuation, capitalization of proper nouns).</p> <p>WIH.1-2. 3 Use phonetic knowledge to spell multi-syllable words with few errors.</p>

PROFICIENT	
Proficient	Proficient High
<p>WP.1-2. 1 Write complete simple sentences using grade-level vocabulary and conventions of Standard English.</p> <p>WP.1-2. 2 Write one simple paragraph on a single topic.</p> <p>WP.1-2. 3 Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p>	<p>WPH.1-2. 1 Write a variety of simple sentences using grade-level vocabulary and conventions of Standard English.</p> <p>WPH.1-2. 2 Write one or two paragraphs on a single topic with supporting details.</p> <p>WPH.1-2. 3 Revise and edit own writing (e.g., organization, supporting details). (L)</p>

STANDARDS: **Writing**

GRADE SPAN: **3–5**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.2, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING	
Beginner Low	Beginner High
<p>WBL.3-5. 1 Copy or trace letters/numbers and words on a straight line from left to right with proper spacing. (L)</p> <p>WBL.3-5. 2 Copy or write words, phrases, and simple sentences (e.g., environmental print, word wall words).</p>	<p>WBH.3-5. 1 Write all upper and lower-case letters of the English alphabet. (L)</p> <p>WBH.3-5. 2 Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>WIL.3-5. 1 Use phonetic knowledge to spell simple words in a way similar to the target words.</p> <p>WIL.3-5. 2 Write some high-frequency words.</p> <p>WIL.3-5. 3 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, capitalization of first word, contractions).</p> <p>WIL.3-5. 4 Revise and/or edit own writing (e.g., sentence variety, correct spelling, legible handwriting). (L)</p>	<p>WIH.3-5. 1 Write most high-frequency words.</p> <p>WIH.3-5. 2 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WIH.3-5. 3 Write two or three simple sentences on the same topic using conventions of Standard English (e.g., conjunctions, capitalization of proper nouns, pronouns).</p> <p>WIH.3-5. 4 Revise and/or edit own writing (e.g., editing checklist, descriptive words, sentence variety, correct spelling, improve handwriting). (L)</p>

PROFICIENT	
Proficient	Proficient High
<p>WP.3-5. 1 Write complete sentences using grade-level vocabulary and conventions of Standard English (e.g., plurals, subject-verb agreement).</p> <p>WP.3-5. 2 Write one or two paragraphs with a topic sentence and supporting details (e.g., narrative, observations, reports).</p> <p>WP.3-5. 3 Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, and word choice, rearrange and/or add supporting details, sharing ideas). (L)</p>	<p>WPH.3-5. 1 Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., spelling, subject/predicate, commas in series).</p> <p>WPH.3-5. 2 Write paragraphs with topic sentences, supporting details, logical organization, and beginning, middle, and end (e.g., directions, learning log, letters).</p> <p>WPH.3-5. 3 Revise and edit own writing using the qualities of good writing (e.g., writing traits, supporting details, using established criteria to review own and others' written work). (L)</p>

STANDARDS: **Writing**

GRADE SPAN: **6–8**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.2, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING	
Beginner Low	Beginner High
<p>WBL.6-8. 1 Copy or trace letters/numbers and words on a straight line from left to right with proper spacing. (L)</p> <p>WBL.6-8. 2 Copy or write words, phrases, and simple sentences (e.g., environmental print, word wall words).</p> <p>WBL.6-8. 3 Write all upper and lower-case letters of the English alphabet. (L)</p>	<p>WBH.6-8. 1 Use phonetic knowledge to spell simple words in a way similar to the target words.</p> <p>WBH.6-8. 2 Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>WIL.6-8. 1 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WIL.6-8. 2 Write some high-frequency words.</p> <p>WIL.6-8. 3 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, capitalization of first word, contractions).</p> <p>WIL.6-8. 4 Revise and/or edit own writing with teacher support (e.g., sentence variety, correct spelling, legible handwriting). (L)</p>	<p>WIH.6-8. 1 Write most high-frequency words.</p> <p>WIH.6-8. 2 Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, capitalization of proper nouns, pronouns, verb tenses).</p> <p>WIH.6-8. 3 Revise and/or edit own writing (e.g., combine sentences, precise words, transitions, use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p>

PROFICIENT	
Proficient	Proficient High
<p>WP.6-8. 1 Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p>WP.6-8. 2 Write paragraphs with topic sentences and supporting details (e.g., opinion, observations, reports, brochures, essays).</p> <p>WP.6-8. 3 Revise and/or edit own writing using the qualities of good writing (e.g., combine sentences, precise words, transitions, fluency, ideas, organization, voice, and word choice, supporting details, sharing ideas). (L)</p>	<p>WPH.6-8. 1 Write a variety of sentences using complex vocabulary and conventions of Standard English (e.g., spelling, irregular verbs and plurals, subordinate conjunctions, commas in series).</p> <p>WPH.6-8. 2 Write paragraphs with topic sentences, supporting details, logical organization, and beginning, middle, and end (e.g., directions, expository essays, persuasive, letters).</p> <p>WPH.6-8. 3 Revise and edit own writing using the qualities of good writing (e.g., writing traits, supporting details, using established criteria to review own and others' written work). (L)</p>

STANDARDS: **Writing**

GRADE SPAN: **9–12**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.2, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>WBL.9-12. 1 Copy or trace letters/numbers and words on a straight line from left to right with proper spacing. (L)</p> <p>WBL.9-12. 2 Copy or write words, phrases, and simple sentences (e.g., environmental print, word wall words).</p> <p>WBL.9-12. 3 Write all upper and lower-case letters of the English alphabet. (L)</p> <p>WBL.9-12. 4 Use phonetic knowledge to spell simple words similar to the target words.</p>	<p>WBH.9-12. 1 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WBH.9-12. 2 Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns, punctuation of dates).</p> <p>WBH.9-12. 3 Revise and/or edit own writing (e.g., correct spelling, legible handwriting). (L)</p>	<p>WIL.9-12. 1 Write some high-frequency words.</p> <p>WIL.9-12. 2 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, contractions, comma usage).</p> <p>WIL.9-12. 3 Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p>	<p>WIH.9-12. 1 Write most high-frequency words.</p> <p>WIH.9-12. 2 Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, phrases, clauses, verb tenses).</p> <p>WIH.9-12. 3 Revise and/or edit own writing using the qualities of good writing (e.g., logical progression, consistency, transitions, fluency, ideas, organization, voice, word choice, supporting details, sharing ideas). (L)</p>	<p>WP9-12. 1 Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p>WP9-12. 2 Write paragraphs with topic sentences and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).</p> <p>WP9-12. 3 Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, word choice, supporting details, giving and receiving appropriate feedback, and using established criteria to review own and others' written work). (L)</p>	<p>WPH.9-12. 1 Write a variety of sentences using complex vocabulary and conventions of Standard English (e.g., spelling, irregular verbs and plurals, subordinate conjunctions, commas in series).</p> <p>WPH.9-12. 2 Write paragraphs with topic sentences, supporting details, logical organization, and beginning, middle, and end (e.g., directions, expository essays, reports).</p> <p>WPH.9-12. 3 Revise and edit own writing by reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis). (L)</p>

ELP Standards

by Grade Span

GRADE: **Kindergarten**

STANDARDS: **Listening**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.K. 1 Listen and physically respond to simple and/or personal questions and greetings (e.g., “Is your name _____?”).</p> <p>LBL.K. 2 Follow simple one-step directions/instructions with modeling and prompting/cuing.</p> <p>LBL.K. 3 Identify some common objects named with modeling and prompting/cuing (e.g., dog, table).</p> <p>LBL.K. 4 Listen to oral presentations or stories and respond using physical actions or other means of non-verbal communication with modeling (e.g., follow song using hand movements).</p>	<p>LBH.K. 1 Listen and respond to simple yes/no questions, greetings, and phrases (e.g., “Are you a boy?”).</p> <p>LBH.K. 2 Follow some simple one-step directions/instructions (e.g., stand up).</p> <p>LBH.K. 3 Identify more common objects named (e.g., pencil, chair).</p> <p>LBH.K. 4 Listen and demonstrate through yes/no questions or physical response minimal comprehension of oral presentations, stories, and/or general texts.</p>	<p>LIL.K. 1 Listen and respond on topic to simple conversations when high-frequency words are used.</p> <p>LIL.K. 2 Follow most simple one-step directions/instructions (e.g., “Put the book on the teacher’s desk.”).</p> <p>LIL.K. 3 Identify some common objects and actions named (e.g., run, walk, big, sing).</p> <p>LIL.K. 4 Listen and discriminate between beginning sounds (e.g., cat/hat).</p> <p>LIL.K. 5 Listen and demonstrate basic comprehension of oral presentations, stories, and/or general texts.</p>	<p>LIH.K. 1 Listen and respond to simple conversations and academic discussions on general topics when high-frequency words and phrases are used.</p> <p>LIH.K. 2 Follow some simple two-step directions/instructions (e.g., “Stand up and turn around three times.”).</p> <p>LIH.K. 3 Identify more objects and actions named (e.g., counting, ordinal positions of first & last, small).</p> <p>LIH.K. 4 Listen and discriminate between words with different ending sounds (e.g., cat/cap).</p> <p>LIH.K. 5 Identify some key elements of oral presentations, stories, and/or general texts (e.g., topic, characters, sequencing, story mapping).</p>	<p>LPK. 1 Listen and respond to most conversations and academic discussions on general topics when grade-level vocabulary is used.</p> <p>LPK. 2 Follow most simple two-step directions/instructions (e.g., “Color the apple red and put an ‘x’ on the orange.”).</p> <p>LPK. 3 Identify some grade-level vocabulary named (e.g., numbers, five ordinal positions, slow).</p> <p>LPK. 4 Listen and identify the most common sounds that some single letters make in the English alphabet.</p> <p>LPK. 5 Identify most key elements of oral presentations, stories and general texts (e.g., main idea, characters, sequencing, story mapping).</p>	<p>LPH.K. 1 Listen and respond appropriately to all conversations and academic discussions when grade-level vocabulary is used.</p> <p>LPH.K. 2 Follow multi-step directions/instructions.</p> <p>LPH.K. 3 Identify most grade-level appropriate objects and actions named (e.g., prepositional phrases, tall, short, ordinal positions 1st to 10th).</p> <p>LPH.K. 4 Listen and identify the most common sounds that all single letters make in the English alphabet.</p> <p>LPH.K. 5 Identify key elements of oral presentations, stories, and general texts (e.g., main idea, characters, sequencing, story mapping).</p>

GRADE: **Kindergarten**
STANDARDS: **Speaking**

Domain: Speaking
Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4
Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1
Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING	
Beginner Low	Beginner High
<p>SBL.K. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., draw, match objects, point to answer, play games).</p> <p>SBL.K. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBL.K. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., square, circle, round, 0-10).</p>	<p>SBH.K. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., water, hungry).</p> <p>SBH.K. 2 Speak with minimal coherence, pauses; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBH.K. 3 Describe or name common objects, letters, and numbers with prompting/cuing (e.g., 0-10, shapes, animals).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>SIL.K. 1 Use simple words and phrases to ask/respond to questions and/or express own ideas (e.g., here, he, mine, please, yes, no).</p> <p>SIL.K. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm of English.</p> <p>SIL.K. 3 Describe and/or name objects/actions and numbers (e.g., bottom, top, run, walk, large, red).</p> <p>SIL.K. 4 Retell stories and events using simple words and limited detail (e.g., familiar song, rhyme).</p>	<p>SIH.K. 1 Use simple sentence structure with high-frequency words to ask/respond to questions and/or express own ideas (e.g., I need help, I want _____, I want to go, who, what, where questions).</p> <p>SIH.K. 2 Speak with greater coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm (stress and intonation L) of English.</p> <p>SIH.K. 3 Retell some key elements, events, stories, and/or general information (e.g., characters, steps in directions).</p>

PROFICIENT	
Proficient	Proficient High
<p>SP.K. 1 Use most conventions of Standard English and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., subject-verb agreement, pronouns, prepositions).</p> <p>SP.K. 2 Speak clearly with flow and some hesitation (e.g., tell a personal experience).</p> <p>SP.K. 3 Retell most key elements of events, stories, and/or general information (e.g., main idea, characters, plot, solution to a problem).</p>	<p>SPH.K. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas.</p> <p>SPH.K. 2 Speak clearly with consistency and minimal hesitation (e.g., tell an original story).</p> <p>SPH.K. 3 Retell key elements of events, stories, and/or academic information (e.g., main idea, characters, solution to a problem).</p>

GRADE: **Kindergarten**
STANDARDS: **Reading**

Domain: Reading
Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1
Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2
Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING	
Beginner Low	Beginner High
<p>RBL.K. 1 Hold print materials in correct position with modeling. (L)</p> <p>RBL.K. 2 Begin to distinguish letters from other written symbols and numbers.</p>	<p>RBH.K. 1 Demonstrate directionality (left to right) with modeling. (L)</p> <p>RBH.K. 2 Recognize own name in print. (L)</p> <p>RBH.K. 3 Recognize a few single letters of the English alphabet.</p> <p>RBH.K. 4 Match/group letters to like letters.</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>RIL.K. 1 Recognize a few words in environmental print. (L)</p> <p>RIL.K. 2 Recognize a few upper or lower-case letters of the English alphabet in isolation and within words.</p> <p>RIL.K. 3 Recognize a few English phonemes with prompting and modeling (e.g., rhyming, sounds same/different).</p>	<p>RIH.K. 1 Recognize and/or use in context a few sight words and environmental print with prompting.</p> <p>RIH.K. 2 Recognize some upper and lower-case letters of the English alphabet in isolation and within words.</p> <p>RIH.K. 3 Recognize some English phonemes including initial consonants with prompting.</p> <p>RIH.K. 4 Decode a few familiar words in context.</p>

PROFICIENT	
Proficient	Proficient High
<p>RPK. 1 Recognize and use in context some grade-level sight words.</p> <p>RPK. 2 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RPK. 3 Recognize some English phonemes including initial consonants.</p> <p>RPK. 4 Decode some simple words (e.g., beginning/middle/ending sounds).</p>	<p>RPH.K. 1 Recognize and use in context most grade-level sight words.</p> <p>RPH.K. 2 Recognize all upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RPH.K. 3 Recognize English phonemes including initial consonants.</p> <p>RPH.K. 4 Decode simple words.</p>

GRADE: **Kindergarten**
STANDARDS: **Writing**

Domain: Writing
Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING	
Beginner Low	Beginner High
<p>WBL.K. 1 Copy or trace letters with prompting and modeling.</p> <p>WBL.K. 2 Copy first name using a model. (L)</p>	<p>WBH.K. 1 Write first name, lower or upper-case, and a few other letters/numbers with modeling and prompting.</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>WIL.K. 1 Copy words posted and commonly used in the classroom (e.g., environmental print, word wall words).</p> <p>WIL.K. 2 Write a few upper and lower-case letters of the English alphabet.</p>	<p>WIH.K. 1 Write some upper and lower-case letters of the English alphabet.</p> <p>WIH.K. 2 Write using some phonetic spelling (e.g., kt for cat).</p>

PROFICIENT	
Proficient	Proficient High
<p>WPK. 1 Write most upper and lower-case letters in the English alphabet.</p> <p>WPK. 2 Write one or two high-frequency words using some phonetic spelling.</p>	<p>WPH.K. 1 Write all upper and lower-case letters in the English alphabet.</p> <p>WPH.K. 2 Write one or two high-frequency words using phonetic spelling to represent all sounds in the words.</p>

GRADE SPAN: **1–2**

STANDARDS: **Listening**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.1-2. 1 Listen and physically respond to simple and/or personal questions and greetings (e.g., “Is your name _____?”).</p> <p>LBL.1-2. 2 Follow simple one-step directions/instructions with modeling and prompting/cuing.</p> <p>LBL.1-2. 3 Identify some common objects with modeling and prompting/cuing (e.g., dog, fish).</p> <p>LBL.1-2. 4 Listen to oral presentations or stories and respond using physical actions or other means of non-verbal communication with modeling and prompting/cuing (e.g., follow song using hand movements).</p>	<p>LBH.1-2. 1 Listen and respond to simple yes/no questions, greetings, and phrases (e.g., Are you a boy?).</p> <p>LBH.1-2. 2 Follow some simple one-step directions/instructions (e.g., stand up).</p> <p>LBH.1-2. 3 Identify common objects, letters, symbols, and numbers (e.g., size, shape, 0-10).</p> <p>LBH.1-2. 4 Listen and identify most sounds that single letters make in the English alphabet.</p> <p>LBH.1-2. 5 Listen and demonstrate a minimal comprehension of oral presentations and stories by responding to literal questions and statements with modeling and prompting/cuing.</p>	<p>LIL.1-2. 1 Listen and respond on topic to simple conversations when high-frequency words are used.</p> <p>LIL.1-2. 2 Follow most simple one-step directions/instructions.</p> <p>LIL.1-2. 3 Identify common objects and/or actions with simple descriptors (e.g., red car).</p> <p>LIL.1-2. 4 Listen and identify some sounds that combine letters (e.g., digraphs ch, th, sh, etc.).</p> <p>LIL.1-2. 5 Identify the topic of an oral presentation through drawings, verbal, and non-verbal responses with prompting/cuing.</p>	<p>LIH.1-2. 1 Listen and respond to simple conversations and academic discussions on general topics when high-frequency words and phrases are used.</p> <p>LIH.1-2. 2 Follow simple two-step directions/instructions.</p> <p>LIH.1-2. 3 Identify objects and/or actions named (e.g., ordinal positions 1st to 10th, under, over).</p> <p>LIH.1-2. 4 Listen and identify most sounds that letters make (e.g., beginning and ending).</p> <p>LIH.1-2. 5 Identify some key elements of oral presentations, stories, and/or general texts (e.g., topic, characters, steps).</p>	<p>LP.1-2. 1 Listen and respond to most conversations and academic discussions when grade-level vocabulary is used.</p> <p>LP.1-2. 2 Follow two-step and three-step directions/instructions.</p> <p>LP.1-2. 3 Identify grade-level objects, actions, and directional phrases named (e.g., forward, backward, more, less, greater than, plus, minus, equal to).</p> <p>LP.1-2. 4 Listen and identify sounds in words (e.g., beginning/middle/ending sounds).</p> <p>LP.1-2. 5 Identify most key elements of oral presentations, stories, and general texts (e.g., main idea, characters, plot).</p>	<p>LPH.1-2. 1 Listen and respond appropriately to all conversations and academic discussions when grade-level vocabulary is used (e.g., complex descriptors: adjectives, adverbs).</p> <p>LPH.1-2. 2 Follow multi-step directions/instructions.</p> <p>LPH.1-2. 3 Identify grade-level objects and actions (e.g., nouns and verbs).</p> <p>LPH.1-2. 4 Identify all key elements of oral presentations, stories, and general texts (e.g., sequencing with picture cards).</p>

GRADE SPAN: **1–2**

STANDARDS: **Speaking**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>SBL.1-2. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., draw, match objects, point to answer, play games).</p> <p>SBL.1-2. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBL.1-2. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., square, circle, round, 0-10).</p>	<p>SBH.1-2. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., water, hungry, please, thank-you, help).</p> <p>SBH.1-2. 2 Speak with minimal coherence, pauses; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBH.1-2. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., size, shape, patterns, 0-20, equal to, weather-related words from pictures).</p>	<p>SIL.1-2. 1 Use simple words and phrases to ask/respond to questions and/or express own ideas (e.g., who, what, where, and when questions).</p> <p>SIL.1-2. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm of English (e.g., tell personal experience).</p> <p>SIL.1-2. 3 Describe and/or name objects/actions and numbers (e.g., bottom, top, run, walk, more, less, greater than).</p> <p>SIL.1-2. 4 Retell stories and events using simple words and limited detail (e.g., characters, time and place, story problem, seasons, information from graphs).</p>	<p>SIH.1-2. 1 Use simple sentence structure with high-frequency words to ask/respond to questions and/or express own ideas.</p> <p>SIH.1-2. 2 Speak with greater coherence and/or sufficient fluency to convey ideas; approximate pronunciation and rhythm, (stress and intonation L) of English.</p> <p>SIH.1-2. 3 Retell and summarize some key elements of events, stories, and/or general information (e.g., characters, setting, sequence, solution to a problem).</p>	<p>SP.1-2. 1 Use most conventions of Standard English and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., subject-verb agreement, pronouns, prepositions).</p> <p>SP.1-2. 2 Speak clearly with flow and some hesitation (e.g., tell an original story).</p> <p>SP.1-2. 3 Restate, summarize, and/or describe most key elements of events, stories, and general information (e.g., main idea, characters, setting, scientific sequences and procedures, cause/effect).</p>	<p>SPH.1-2. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas.</p> <p>SPH.1-2. 2 Speak clearly with consistency and minimal hesitation (e.g., part in a school play or performance).</p> <p>SPH.1-2. 3 Restate, summarize, and/or describe key elements of events, stories, and academic information (e.g., main idea, characters, prediction).</p>

GRADE SPAN: **1–2**

STANDARDS: **Reading**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, A.8, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.3, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.1-2. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.1-2. 2 Begin to distinguish letters from other written symbols and numbers.</p> <p>RBL.1-2. 3 Recognize own name in print. (L)</p> <p>RBL.1-2. 4 Recognize English phonemes with prompting and modeling (e.g., rhyming, sounds same/different, initial consonants).</p>	<p>RBH.1-2. 1 Demonstrate one-to-one correspondence of spoken and printed words with modeling and prompting (e.g., follow along when text is read aloud).</p> <p>RBH.1-2. 2 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.1-2. 3 Recognize some high-frequency words in simple or patterned text.</p> <p>RBH.1-2. 4 Decode simple words with prompting and modeling.</p>	<p>RIL.1-2. 1 Recognize all upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RIL.1-2. 2 Recognize and/or use in context some high-frequency words.</p> <p>RIL.1-2. 3 Use phonetic knowledge and structural analysis to decode regularly spelled words</p> <p>RIL.1-2. 4 Demonstrate comprehension of simple sentences (e.g., who, what, where).</p>	<p>RIH.1-2. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.1-2. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., knowledge of syllables, suffixes, prefixes).</p> <p>RIH.1-2. 3 Demonstrate comprehension of simple text (e.g., story line, graphs, characters, simple graphic organizers).</p>	<p>RP.1-2. 1 Comprehend meaning of most grade-level words in most grade-level text (e.g., math story problems, sort living organisms).</p> <p>RP.1-2. 2 Demonstrate comprehension of most grade-level text (e.g., main idea, conflict, sequence, lesson/message, resolution, supporting details, directions).</p>	<p>RPH.1-2. 1 Comprehend meaning of words in grade-level text (e.g., traits of animals and plants).</p> <p>RPH.1-2. 2 Demonstrate comprehension of grade-level text (e.g., plot, inferences).</p>

GRADE SPAN: **1–2**

STANDARDS: **Writing**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>WBL.1-2. 1 Copy or trace letters/numbers and words on a straight line from left to right.</p> <p>WBL.1-2. 2 Copy first name using a model. (L)</p>	<p>WBH.1-2. 1 Copy or write words/numbers, phrases, and simple sentences (e.g., environmental print, word wall words).</p> <p>WBH.1-2. 2 Write many upper and lower-case letters of the English alphabet. (L)</p>	<p>WIL.1-2. 1 Write some high-frequency words.</p> <p>WIL.1-2. 2 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, capitalization of first word).</p> <p>WIL.1-2. 3 Use phonetic knowledge to spell three- and four-letter words in a way similar to the target words.</p>	<p>WIH.1-2. 1 Write most high-frequency words.</p> <p>WIH.1-2. 2 Write simple sentences using conventions of Standard English (e.g., ending punctuation, capitalization of proper nouns).</p> <p>WIH.1-2. 3 Use phonetic knowledge to spell multi-syllable words with few errors.</p>	<p>WP.1-2. 1 Write complete simple sentences using grade-level vocabulary and conventions of Standard English.</p> <p>WP.1-2. 2 Write one simple paragraph on a single topic.</p> <p>WP.1-2. 3 Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p>	<p>WPH.1-2. 1 Write a variety of simple sentences using grade-level vocabulary and conventions of Standard English.</p> <p>WPH.1-2. 2 Write one or two paragraphs on a single topic with supporting details.</p> <p>WPH.1-2. 3 Revise and edit own writing (e.g., organization, supporting details). (L)</p>

GRADE SPAN: **3–5**

STANDARDS: **Listening**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.3-5. 1 Listen and physically respond to simple questions and greetings with modeling and prompting/cuing (e.g., “Is your name ___?”).</p> <p>LBL.3-5. 2 Respond appropriately to simple, one-step directions/instructions (e.g., stand up).</p> <p>LBL.3-5. 3 Identify some common objects with modeling and prompting/cuing (e.g., dog, fish).</p> <p>LBL.3-5. 4 Listen to oral presentations or stories and respond using physical actions or other means of non-verbal communication with modeling and prompting/cuing (e.g., follow song using hand movements).</p>	<p>LBH.3-5. 1 Listen and respond to simple yes/no questions, greetings, and phrases with visual prompting/cuing (e.g., “Will you stay after school?”).</p> <p>LBH.3-5. 2 Respond appropriately to simple one and two-step directions/instructions with modeling prompting/cuing.</p> <p>LBH.3-5. 3 Identify some objects, letters, symbols, and figures with modeling and prompting/cuing (e.g., size, shape, plus, minus).</p> <p>LBH.3-5. 4 Identify the topic of an oral presentation through drawings, verbal, and non-verbal responses.</p>	<p>LIL.3-5. 1 Listen and respond to questions, greetings, and phrases.</p> <p>LIL.3-5. 2 Respond appropriately to one and two-step directions/instructions.</p> <p>LIL.3-5. 3 Demonstrate comprehension of a few context-embedded academic vocabulary words with prompting (e.g., citizen, fraction, Earth’s crust, graphs).</p> <p>LIL.3-5. 4 Identify objects, actions, symbols, and equations (e.g., multiplication, division, slow, fast).</p> <p>LIL.3-5. 5 Identify some key elements of oral presentations or stories with prompting/cuing (e.g., main idea, characters, supporting details).</p>	<p>LIH.3-5. 1 Listen and respond appropriately to conversations and discussions when some academic vocabulary is used.</p> <p>LIH.3-5. 2 Respond appropriately to most multi-step directions/instructions.</p> <p>LIH.3-5. 3 Demonstrate comprehension of some context-embedded academic vocabulary (e.g., multiplication, division, energy, cycle, tall, short, graphs, summary).</p> <p>LIH.3-5. 4 Identify some key elements of oral presentations or stories without prompting (e.g., main idea, characters, setting, supporting details).</p>	<p>LP3-5. 1 Listen and respond to most academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LP3-5. 2 Respond appropriately to some multi-step directions/instructions on academic topics when grade-level vocabulary is used (e.g., create a map showing natural resources and physical features).</p> <p>LP3-5. 3 Demonstrate comprehension of some grade-level academic vocabulary (e.g., multiplication, division, energy, cycle, graphs, species).</p> <p>LP3-5. 4 Identify most key elements of oral presentations, stories, and lectures (e.g., main idea, setting, supporting details).</p>	<p>LPH.3-5. 1 Listen and respond to academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LPH.3-5. 2 Respond appropriately to most multi-step directions/instructions on academic topics when grade-level vocabulary is used.</p> <p>LPH.3-5. 3 Demonstrate comprehension of most grade-level academic vocabulary.</p> <p>LPH.3-5. 4 Identify and summarize all key elements of oral presentations and lectures at grade-level (e.g., main idea, purpose, characters, cause/effect, supporting details, mood).</p>

GRADE SPAN: **3–5**

STANDARDS: **Speaking**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING	
Beginner Low	Beginner High
<p>SBL.3-5. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., water, hungry).</p> <p>SBL.3-5. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of a number of English-language phonemes and single words.</p> <p>SBL.3-5. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., size, shape, plus, minus, weather pictures, animal pictures).</p>	<p>SBH.3-5. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., What time?).</p> <p>SBH.3-5. 2 Speak with minimal coherence and pauses; approximate pronunciation of a number of English language phonemes and single words.</p> <p>SBH.3-5. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., numbers, patterns, addition, subtraction).</p>

INTERMEDIATE	
Intermediate Low	Intermediate High
<p>SIL.3-5. 1 Use high-frequency words and phrases to ask/respond to questions and/or express own ideas (e. g., informal class presentation).</p> <p>SIL.3-5. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIL.3-5. 3 Describe and/or name objects/actions and numbers (e.g., charts, multiplication, division, attributes of geometric figures).</p> <p>SIL.3-5. 4 Retell stories, information, and events using simple words and limited detail (e.g., life cycle, water cycle, data display, graphs).</p>	<p>SIH.3-5. 1 Use simple sentence structure with high-frequency words to ask/respond to questions and/or express own ideas.</p> <p>SIH.3-5. 2 Speak with greater coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIH.3-5. 3 Restate, summarize and/or describe some key elements of events, stories, and/or general information (e.g., main idea, characters, math operations, scientific procedures, timelines).</p>

PROFICIENT	
Proficient	Proficient High
<p>SP.3-5. 1 Use most conventions of Standard English (e.g., subject-verb agreement, pronouns, prepositions) and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., formal classroom presentations).</p> <p>SP.3-5. 2 Speak clearly with flow and some hesitation.</p> <p>SP.3-5. 3 Restate, summarize, and/or describe most key elements of events, stories, and academic information (e.g., main idea, resolution, predictions, hypothesis, draw conclusion, land features, natural forces).</p>	<p>SPH.3-5. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas.</p> <p>SPH.3-5. 2 Speak clearly with consistency and minimal hesitation.</p> <p>SPH.3-5. 3 Restate, summarize, and/or describe key elements of events, stories, and academic information (e.g., main idea, cause/effect, functions of organisms, Venn diagram, compare/contrast).</p>

GRADE SPAN: **3–5**

STANDARDS: **Reading**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING

Beginner Low

RBL.3-5. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)

RBL.3-5. 2 Begin to distinguish letters from other written symbols and numbers.

RBL.3-5. 3 Recognize English phonemes with prompting and modeling (e.g., rhyming, sounds same/different).

Beginner High

RBH.3-5. 1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.

RBH.3-5. 2 Recognize and/or use in context some high-frequency words in simple or patterned text.

RBH.3-5. 3 Decode simple words using phonics and visual (i.e., letter-sound relationships).

RBH.3-5. 4 Demonstrate comprehension of words (e.g., scientific method vocabulary).

INTERMEDIATE

Intermediate Low

RIL.3-5. 1 Recognize and/or use in context some high-frequency words.

RIL.3-5. 2 Use phonetic knowledge and structural analysis to decode regularly spelled words (e.g., knowledge of syllables, suffixes, prefixes).

RIL.3-5. 3 Demonstrate comprehension of simple sentences (e.g., respond to who, what, when, where, why questions).

Intermediate High

RIH.3-5. 1 Recognize and/or use in context most high-frequency words.

RIH.3-5. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., roots, antonyms/synonyms).

RIH.3-5. 3 Demonstrate comprehension of text (e.g., main idea, graphs, charts, graphic organizers, conflict, sequence, lesson/message, supporting details, directions).

PROFICIENT

Proficient

RP.3-5. 1 Comprehend meaning of most grade-level words in most grade-level text (e.g., solar system, data, tables, graphs).

RP.3-5. 2 Demonstrate comprehension of most grade-level text (e.g., main idea, fact/opinion, cause/effect, supporting details, resolution, summary).

Proficient High

RPH.3-5. 1 Comprehend meaning of words in text (e.g., categorizing words: homonyms).

RPH.3-5. 2 Demonstrate comprehension of grade-level text (e.g., hypothesis, plot, point of view).

GRADE SPAN: **3–5**

STANDARDS: **Writing**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.2, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>WBL.3-5.1 Copy or trace letters/numbers and words on a straight line from left to right with proper spacing. (L)</p> <p>WBL.3-5.2 Copy or write words, phrases, and simple sentences (e.g., environmental print, word wall words).</p>	<p>WBH.3-5.1 Write all upper and lower-case letters of the English alphabet. (L)</p> <p>WBH.3-5.2 Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns).</p>	<p>WIL.3-5.1 Use phonetic knowledge to spell simple words in a way similar to the target words.</p> <p>WIL.3-5.2 Write some high-frequency words.</p> <p>WIL.3-5.3 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, capitalization of first word, contractions).</p> <p>WIL.3-5.4 Revise and/or edit own writing (e.g., sentence variety, correct spelling, legible handwriting). (L)</p>	<p>WIH.3-5.1 Write most high-frequency words.</p> <p>WIH.3-5.2 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WIH.3-5.3 Write two or three simple sentences on the same topic using conventions of Standard English (e.g., conjunctions, capitalization of proper nouns, pronouns).</p> <p>WIH.3-5.4 Revise and/or edit own writing (e.g., editing checklist, descriptive words, sentence variety, correct spelling, improve handwriting). (L)</p>	<p>WP3-5.1 Write complete sentences using grade-level vocabulary and conventions of Standard English (e.g., plurals, subject-verb agreement).</p> <p>WP3-5.2 Write one or two paragraphs with a topic sentence and supporting details (e.g., narrative, observations, reports).</p> <p>WP3-5.3 Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, and word choice, rearrange and/or add supporting details, sharing ideas). (L)</p>	<p>WPH.3-5.1 Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., spelling, subject/predicate, commas in series).</p> <p>WPH.3-5.2 Write paragraphs with topic sentences, supporting details, logical organization, and beginning, middle, and end (e.g., directions, learning log, letters).</p> <p>WPH.3-5.3 Revise and edit own writing using the qualities of good writing (e.g., writing traits, supporting details, using established criteria to review own and others' written work). (L)</p>

GRADE SPAN: **6–8**

STANDARDS: **Listening**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.6-8. 1 Listen and respond appropriately to simple and personal questions and greetings with modeling and prompting/cuing (e.g., “Is your name _____?”).</p> <p>LBL.6-8. 2 Respond appropriately to simple one-step directions/instructions with modeling and prompting/cuing.</p> <p>LBL.6-8. 3 Identify some objects, letters, and symbols with modeling and prompting/cuing (e.g., multiplication, textbook, ruler).</p> <p>LBL.6-8. 4 Demonstrate comprehension of simple oral presentations and stories through non-verbal responses with modeling and prompting/cuing (e.g., safety procedures).</p>	<p>LBH.6-8. 1 Listen and respond to simple yes/no questions and greetings with prompting/cuing (e.g., “Is this your locker?”).</p> <p>LBH.6-8. 2 Respond appropriately to simple two-step directions/instructions with modeling and prompting/cuing.</p> <p>LBH.6-8. 3 Identify some objects, actions, letters, symbols, and shapes (e.g., run, slow, tall, fractions).</p> <p>LBH.6-8. 4 Identify the topic of oral presentations through verbal and non-verbal responses.</p>	<p>LIL.6-8. 1 Listen and respond appropriately to conversations and discussions.</p> <p>LIL.6-8. 2 Respond appropriately to multi-step directions/instructions with prompting (e.g., illustrated images of steps or directions).</p> <p>LIL.6-8. 3 Demonstrate comprehension of a few context-embedded academic vocabulary words with prompting (e.g., percent, decimals, microscope, graphs).</p> <p>LIL.6-8. 4 Identify a few key elements of oral presentations and stories with prompting (e.g., main idea, characters, supporting details).</p>	<p>LIH.6-8. 1 Listen and respond appropriately to conversations and discussions when some academic vocabulary is used.</p> <p>LIH.6-8. 2 Respond appropriately to some multi-step directions/instructions.</p> <p>LIH.6-8. 3 Demonstrate comprehension of some context-embedded academic vocabulary (e.g., square root, exponents, wavelength, summary).</p> <p>LIH.6-8. 4 Identify some key elements of oral presentations, stories, and/or lectures (e.g., main idea, characters, supporting details, tone, restating).</p>	<p>LP.6-8. 1 Listen and respond to most conversations and academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LP.6-8. 2 Respond appropriately to some multi-step directions/instructions on academic topics when grade-level vocabulary is used.</p> <p>LP.6-8. 3 Demonstrate comprehension of some grade-level academic vocabulary (e.g., summary, coordinates).</p> <p>LP.6-8. 4 Identify most grade-level key elements of oral presentations and lectures (e.g., main idea, characters, supporting details, tone, restating).</p>	<p>LPH.6-8. 1 Listen and respond to conversations and academic discussions on a variety of topics when grade-level vocabulary is used.</p> <p>LPH.6-8. 2 Respond appropriately to most multi-step directions/instructions on academic topics when grade-level vocabulary is used.</p> <p>LPH.6-8. 3 Demonstrate comprehension of most academic vocabulary at grade-level (e.g., subsistence).</p> <p>LPH.6-8. 4 Identify and summarize grade-level key elements of oral presentations and lectures (e.g., main idea, characters, cause/effect, supporting details).</p>

GRADE SPAN: **6–8**

STANDARDS: **Speaking**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>SBL.6-8. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., water, hungry).</p> <p>SBL.6-8. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of words.</p> <p>SBL.6-8. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., multiplication, textbook, ruler).</p>	<p>SBH.6-8. 1 Use simple words and phrases to ask/respond to questions and express own ideas with modeling and prompting/cuing (e.g., Wh at time?, How do you know?).</p> <p>SBH.6-8. 2 Speak with minimal coherence, pauses; approximate pronunciation of words (e.g., scientific vocabulary associated with events and math problems).</p> <p>SBH.6-8. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., numbers, patterns, addition, and subtraction including algebraic and geometric expressions).</p>	<p>SIL.6-8. 1 Use high-frequency words and phrases to ask/respond to questions and/or express own ideas (e.g., informal class presentation).</p> <p>SIL.6-8. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English (e.g., retell math problems, describe scientific events).</p> <p>SIL.6-8. 3 Describe and/or name objects/actions and numbers (e.g., percent, decimals, microscope, graphs).</p> <p>SIL.6-8. 4 Retell stories, information, and events using simple words and limited detail (e.g., main idea, characters, supporting details, life cycle, seasons, data display, math problems).</p>	<p>SIH.6-8. 1 Use some conventions of Standard English (e.g., verb tenses: past, present, future) and high-frequency words to ask/respond to questions and/or express own ideas.</p> <p>SIH.6-8. 2 Speak with greater coherence and/or sufficient fluency to convey ideas with brief pauses, repetition, and circumlocution; approximate pronunciation, rhythm, stress, and intonation of English (e.g., summarize math problems, compare/contrast scientific events).</p> <p>SIH.6-8. 3 Restate, summarize and/or describe some key elements, events, stories, and/or information (e.g., main idea, characters, math operations, procedures).</p>	<p>SP.6-8. 1 Use most conventions of Standard English (e.g., subject-verb agreement, appositives, clauses) and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., formal classroom presentations, interview, persuade).</p> <p>SP.6-8. 2 Speak clearly with flow and some hesitation (e.g., describe math information, predict future scientific events).</p> <p>SP.6-8. 3 Restate, summarize and/or describe most key elements of events, stories, and academic information (e.g., main idea, resolution, compare/contrast, predictions, hypothesis, draw conclusion).</p>	<p>SPH.6-8. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas (e.g., support opinion with relevant details, impromptu speech).</p> <p>SPH.6-8. 2 Speak clearly with consistency and minimal hesitation (e.g., infer steps to solving math problems and predict effects of future scientific events).</p> <p>SPH.6-8. 3 Restate, summarize, and/or describe key elements of events, stories, and academic information (e.g., main idea, cause/effect, compare/contrast).</p>

GRADE SPAN: **6–8**

STANDARDS: **Reading**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.6-8. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.6-8. 2 Recognize some upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBL.6-8. 3 Recognize and/or use in context a few high-frequency words (e.g., own name, signs, addresses, labels).</p> <p>RBL.6-8. 4 Decode simple illustrated words using phonics (i.e., letter-sound relationships).</p>	<p>RBH.6-8. 1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.6-8. 2 Recognize and/or use in context some high frequency words in simple or patterned text.</p> <p>RBH.6-8. 3 Use phonetic knowledge and structural analysis to decode regularly spelled words.</p> <p>RBH.6-8. 4 Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).</p>	<p>RIL.6-8. 1 Recognize and/or use in context some high-frequency words.</p> <p>RIL.6-8. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots, suffixes, prefixes, syllables).</p> <p>RIL.6-8. 3 Demonstrate comprehension of simple text (e.g., characters, charts, predictions, story problems).</p>	<p>RIH.6-8. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.6-8. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., roots, antonyms/synonyms).</p> <p>RIH.6-8. 3 Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, supporting details, directions, classify data).</p>	<p>RP.6-8. 1 Comprehend meaning of most grade-level words in text (e.g., coordinates, variables).</p> <p>RP.6-8. 2 Demonstrate comprehension of most grade-level text (e.g., plot, interpret, evaluate, analyze literary works and data, classify, interpret data, outcome, resolution, figurative language).</p>	<p>RPH.6-8. 1 Comprehend meaning of grade-level words in grade-level text (e.g., area, volume).</p> <p>RPH.6-8. 2 Demonstrate comprehension of grade-level text (e.g., explain, defend position, identify evidence).</p>

GRADE SPAN: **6–8**

STANDARDS: **Writing**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.2, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>WBL.6-8. 1 Copy or trace letters/numbers and words on a straight line from left to right with proper spacing. (L)</p> <p>WBL.6-8. 2 Copy or write words, phrases, and simple sentences (e.g., environmental print, word wall words).</p> <p>WBL.6-8. 3 Write all upper and lower-case letters of the English alphabet. (L)</p>	<p>WBH.6-8. 1 Use phonetic knowledge to spell simple words in a way similar to the target words.</p> <p>WBH.6-8. 2 Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns).</p>	<p>WIL.6-8. 1 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WIL.6-8. 2 Write some high-frequency words.</p> <p>WIL.6-8. 3 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, capitalization of first word, contractions).</p> <p>WIL.6-8. 4 Revise and/or edit own writing with teacher support (e.g., sentence variety, correct spelling, legible handwriting). (L)</p>	<p>WIH.6-8. 1 Write most high-frequency words.</p> <p>WIH.6-8. 2 Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, capitalization of proper nouns, pronouns, verb tenses).</p> <p>WIH.6-8. 3 Revise and/or edit own writing (e.g., combine sentences, precise words, transitions, use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p>	<p>WP.6-8. 1 Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p>WP.6-8. 2 Write paragraphs with topic sentences and supporting details (e.g., brochures, opinion, observations, reports, essays).</p> <p>WP.6-8. 3 Revise and/or edit own writing using the qualities of good writing (e.g., combine sentences, precise words, transitions, fluency, ideas, organization, voice, and word choice, supporting details, sharing ideas). (L)</p>	<p>WPH.6-8. 1 Write a variety of sentences using complex vocabulary and conventions of Standard English (e.g., spelling, irregular verbs and plurals, subordinate conjunctions, commas in series).</p> <p>WPH.6-8. 2 Write paragraphs with topic sentences, supporting details, logical organization, and beginning, middle, and end (e.g., directions, expository essays, persuasive, letters).</p> <p>WPH.6-8. 3 Revise and edit own writing using the qualities of good writing (e.g., writing traits, supporting details, using established criteria to review own and others' written work). (L)</p>

GRADE SPAN: **9–12**

STANDARDS: **Listening**

Domain: Listening

Standard One: The learner will comprehend spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: B.1, B.2, B.3, C.5, D.2, E.2

Alaska Mathematics Content Standards: A.1, C.2, E.2

Alaska Science Content Standards: A.1, A.2, A.3

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>LBL.9-12. 1 Listen and respond to general and personal questions with modeling and prompting/cuing (e.g., “Is your name ___?”).</p> <p>LBL.9-12. 2 Respond appropriately to one-step directions/instructions with modeling (e.g., stand up).</p> <p>LBL.9-12. 3 Demonstrate minimal comprehension of objects, actions, letters, and symbols through one or two-word responses (e.g., percent, decimals, experiment, microscope history, science, math).</p> <p>LBL.9-12. 4 Demonstrate comprehension of simple oral presentations and stories through one-word, two-word, or non-verbal responses (e.g., point to the appropriate picture or give yes/no answers).</p>	<p>LBH.9-12. 1 Listen and respond to simple yes/no questions and greetings with prompting/cuing (e.g., “Is this your locker?”).</p> <p>LBH.9-12. 2 Respond appropriately to two-step directions with prompting/cuing.</p> <p>LBH.9-12. 3 Demonstrate basic comprehension of common academic vocabulary with prompting/cuing (e.g., percent, decimals, fractions, graphs, experiments, scale, multiplication sign).</p> <p>LBH.9-12. 4 Identify the topic of oral presentations and stories through simple phrases, physical actions, and other non-verbal communication.</p>	<p>LIL.9-12. 1 Listen and respond appropriately to conversations.</p> <p>LIL.9-12. 2 Respond appropriately to multi-step directions/instructions with prompting (e.g., illustrated images of steps or directions).</p> <p>LIL.9-12. 3 Demonstrate comprehension of simplified academic vocabulary and concepts (e.g., herbivore, carnivore, hypothesis).</p> <p>LIL.9-12. 4 Identify a few key elements of oral presentations, text, and/or lectures (e.g., main idea, characters, supporting details, cause/effect).</p>	<p>LIH.9-12. 1 Listen and respond appropriately to conversations (including social L) and academic discussions when simplified English is used.</p> <p>LIH.9-12. 2 Respond appropriately to multi-step directions/instructions (e.g., science lab safety rules).</p> <p>LIH.9-12. 3 Demonstrate comprehension of some grade-level academic vocabulary and concepts (e.g., metal, non-metal, antagonist/protagonist).</p> <p>LIH.9-12. 4 Identify some key elements of oral presentations, text, and lectures (e.g., main idea, characters, supporting details, tone).</p>	<p>LP9-12. 1 Listen and respond appropriately to conversations (including social L) and academic discussions using grade-level vocabulary.</p> <p>LP9-12. 2 Respond appropriately to some multi-step academic directions/instructions when grade-level vocabulary is used.</p> <p>LP9-12. 3 Demonstrate comprehension of most academic vocabulary (e.g., protons, neutrons, thermal, electromagnetic).</p> <p>LP9-12. 4 Identify most key elements of oral presentations, text, and lectures (e.g., main idea, characters, supporting details).</p>	<p>LPH.9-12. 1 Listen and respond appropriately to conversations and academic discussions on a variety of topics when expanded vocabulary is used.</p> <p>LPH.9-12. 2 Respond appropriately to multi-step directions on academic topics when grade-level vocabulary is used.</p> <p>LPH.9-12. 3 Demonstrate comprehension of vocabulary based on increasingly complex academic concepts (e.g., reactivity, cataclysms).</p> <p>LPH.9-12. 4 Identify all key elements of oral presentations, text, and lectures (e.g., main idea, characters, supporting details, mood, humor, idiomatic expressions).</p>

GRADE SPAN: **9–12**

STANDARDS: **Speaking**

Domain: Speaking

Standard Two: The learner will communicate in appropriate spoken English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.3, A.4, A.6, A.7, A.8, C.5, D.4, E.3, E.4

Alaska Mathematics Content Standards: A.6, C.1, C.2, C.3, C.4, E.1

Alaska Science Content Standards: A.1, A.2, G.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>SBL.9-12. 1 Use a variety of non-verbal communication strategies to ask/respond to questions and express own ideas with prompting and modeling (e.g., bus, backpack, money, locker, personal information).</p> <p>SBL.9-12. 2 Repeat modeled language spoken in a slow distinct speed; approximate pronunciation of words.</p> <p>SBL.9-12. 3 Describe or name common objects, numbers, and letters with modeling and prompting/cuing (e.g., area, graph, textbook, ruler, computer, microscope, calculator).</p>	<p>SBH.9-12. 1 Use simple words and phrases to ask/respond to questions and express own ideas with prompting/cuing (e.g., “What time?”, schedule).</p> <p>SBH.9-12. 2 Speak with minimal coherence and pauses; approximate pronunciation of words.</p> <p>SBH.9-12. 3 Describe or name common objects, letters, symbols, and numbers with prompting/cuing (e.g., greater than, percent, decimals, fractions, graphs, experiments).</p>	<p>SIL.9-12. 1 Use high-frequency words (e.g., transitional words) and phrases to ask/respond to questions and/or express own ideas (e.g., informal class presentation, differentiate opinions/facts).</p> <p>SIL.9-12. 2 Speak with increased coherence and/or sufficient fluency to convey ideas; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIL.9-12. 3 Describe and/or name objects/actions, symbols, and numbers (e.g., square root, Celsius, graphs).</p> <p>SIL.9-12. 4 Restate, summarize, and/or describe stories, information, and events using simple words and limited detail (e.g., main idea, characters, supporting details, data display, math operations).</p>	<p>SIH.9-12. 1 Use some conventions of Standard English (e.g., transitional words, complex sentences, prepositional phrases) and high-frequency words to ask/respond to questions and/or express own ideas (e.g., soliciting information, provide facts and opinions to articulate argument).</p> <p>SIH.9-12. 2 Speak with greater coherence and/or sufficient fluency to convey ideas with brief pauses, repetition, and circumlocution; approximate pronunciation, rhythm, stress, and intonation of English.</p> <p>SIH.9-12. 3 Restate, summarize and/or describe some key elements of events, stories, and/or information (e.g., main idea, characters, inferences, respiratory system, math problem).</p>	<p>SP.9-12. 1 Use most conventions of Standard English (e.g., appositives, clauses) and grade-level vocabulary to ask/respond to questions and/or express own ideas (e.g., figurative language, formal classroom presentations, interview, persuade).</p> <p>SP.9-12. 2 Speak clearly with flow and some hesitation.</p> <p>SP.9-12. 3 Restate, summarize and describe most key elements of events, stories, and academic information (e.g., main idea, literary elements compare/contrast, predictions, hypothesis, draw conclusion, interdependence).</p>	<p>SPH.9-12. 1 Use conventions of Standard English and expanded vocabulary to ask/respond to questions and/or express own ideas (e.g., support opinion with relevant details and resources, impromptu speech).</p> <p>SPH.9-12. 2 Speak clearly with consistency and minimal hesitations.</p> <p>SPH.9-12. 3 Restate, summarize, and describe key elements of events, stories, and academic information (e.g., main idea, cause/effect, literary elements, compare/contrast, math reasoning).</p>

GRADE SPAN: **9–12**

STANDARDS: **Reading**

Domain: Reading

Standard Three: The learner will comprehend written English in personal, social, and academic contexts from print and non-print materials within the school setting.

Alaska English/Language Arts Content Standards: A.6, B.1, B.2, B.3, D.1, D.2, D.4, E.1, E.2, E.3, E.4

Alaska Mathematics Content Standards: A.1, A.4, A.5, A.6, B.5, C.2

Alaska Science Content Standards: A, B, C, D, E, F, G

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>RBL.9-12. 1 Obtain information using text features including pictures (e.g., illustrations for text). (L)</p> <p>RBL.9-12. 2 Recognize some upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBL.9-12. 3 Recognize and/or use in context a few high-frequency words (e.g., own name, signs, addresses, labels).</p> <p>RBL.9-12. 4 Decode simple illustrated words using phonics (i.e., letter-sound relationships).</p>	<p>RBH.9-12. 1 Recognize most upper and lower-case letters of the English alphabet and sort/place in alphabetical order.</p> <p>RBH.9-12. 2 Recognize and/or use in context some high-frequency words in simple or patterned text.</p> <p>RBH.9-12. 3 Use phonetic knowledge and structural analysis to decode regularly spelled words.</p> <p>RBH.9-12. 4 Demonstrate comprehension of simple or patterned sentences (e.g., graphs, graphic organizers, sequence).</p>	<p>RIL.9-12. 1 Recognize and/or use in context some high-frequency words.</p> <p>RIL.9-12. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading simple text (e.g., roots, suffixes, prefixes, verb tenses).</p> <p>RIL.9-12. 3 Demonstrate comprehension of simple text (e.g., charts, predictions, story problems).</p>	<p>RIH.9-12. 1 Recognize and/or use in context most high-frequency words.</p> <p>RIH.9-12. 2 Use phonetic knowledge and structural analysis to decode regularly spelled multi-syllable words when reading text (e.g., verb tenses, context clues).</p> <p>RIH.9-12. 3 Demonstrate comprehension of text (e.g., main idea, conflict, lesson/message, resolution, supporting details, tone, classify data, point of view).</p>	<p>RP9-12. 1 Comprehend meaning of most grade-level words in text (e.g., dependent variable).</p> <p>RP9-12. 2 Demonstrate comprehension of most grade-level text (e.g., plot, evaluate, classify, interpret data, figurative language, facts).</p>	<p>RPH.9-12. 1 Comprehend meaning of grade-level words in grade-level text (e.g., supplementary angles).</p> <p>RPH.9-12. 2 Demonstrate comprehension of grade-level text (e.g., tone, critical analysis, tables, applying formula, describing, identifying evidence, relationships).</p>

GRADE SPAN: **9–12**

STANDARDS: **Writing**

Domain: Writing

Standard Four: The learner will communicate in appropriate written English in a variety of personal, social, and academic contexts within the school setting.

Alaska English/Language Arts Content Standards: A.1, A.2, A.4, A.5, A.8, C.5, D.4

Alaska Mathematics Content Standards: A.1, A.2, A.3, A.4, A.5, A.6, C.1, C.3, E.1

Alaska Science Content Standards: A.1, A.2

BEGINNING		INTERMEDIATE		PROFICIENT	
Beginner Low	Beginner High	Intermediate Low	Intermediate High	Proficient	Proficient High
<p>WBL.9-12. 1 Copy or trace letters/numbers and words on a straight line from left to right with proper spacing. (L)</p> <p>WBL.9-12. 2 Copy or write words, phrases, and simple sentences (e.g., environmental print, word wall words).</p> <p>WBL.9-12. 3 Write all upper and lower-case letters of the English alphabet. (L)</p> <p>WBL.9-12. 4 Use phonetic knowledge to spell simple words similar to the target words.</p>	<p>WBH.9-12. 1 Use phonetic knowledge to spell multi-syllable words with few errors.</p> <p>WBH.9-12. 2 Write simple words and phrases using conventions of Standard English (e.g., capitalization of proper nouns, punctuation of dates).</p> <p>WBH.9-12. 3 Revise and/or edit own writing (e.g., correct spelling, legible handwriting). (L)</p>	<p>WIL.9-12. 1 Write some high-frequency words.</p> <p>WIL.9-12. 2 Write simple sentences using conventions of Standard English with modeling (e.g., ending punctuation, contractions, comma usage).</p> <p>WIL.9-12. 3 Revise and/or edit own writing (e.g., use editing checklist, sentence variety, correct spelling, improved handwriting). (L)</p>	<p>WIH.9-12. 1 Write most high-frequency words.</p> <p>WIH.9-12. 2 Write one or two paragraphs using simple sentences and conventions of Standard English (e.g., conjunctions, phrases, clauses, verb tenses).</p> <p>WIH.9-12. 3 Revise and/or edit own writing using the qualities of good writing (e.g., logical progression, consistency, transitions, fluency, ideas, organization, voice, word choice, supporting details, sharing ideas). (L)</p>	<p>WP.9-12. 1 Write a variety of sentence types using grade-level vocabulary and conventions of Standard English (e.g., correct parts of speech, quotation marks, clauses).</p> <p>WP.9-12. 2 Write paragraphs with topic sentences and supporting details (e.g., opinion, persuasive, observations, brochures, reports, essays).</p> <p>WP.9-12. 3 Revise and/or edit own writing using the qualities of good writing (e.g., fluency, ideas, organization, voice, word choice, supporting details, giving and receiving appropriate feedback, and using established criteria to review own and others' written work). (L)</p>	<p>WPH.9-12. 1 Write a variety of sentences using complex vocabulary and conventions of Standard English (e.g., spelling, irregular verbs and plurals, subordinate conjunctions, commas in series).</p> <p>WPH.9-12. 2 Write paragraphs with topic sentences, supporting details, logical organization, and beginning, middle, and end (e.g., directions, expository essays, reports).</p> <p>WPH.9-12. 3 Revise and edit own writing by reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis). (L)</p>

Alaska Content Standards

English/Language Arts

Mathematics

Science

Alaska English/Language Arts Content Standards

A

A student should be able to speak and write well for a variety of purposes and audiences.

A student who meets the content standard should:

1. apply elements of effective writing and speaking; these elements include ideas, organization, vocabulary, sentence structure, and personal style;
2. in writing, demonstrate skills in sentence and paragraph structure, including grammar, spelling, capitalization, and punctuation;
3. in speaking, demonstrate skills in volume, intonation, and clarity;
4. write and speak well to inform, to describe, to entertain, to persuade, and to clarify thinking in a variety of formats, including technical communication;
5. revise, edit, and publish the student's own writing as appropriate;
6. when appropriate, use visual techniques to communicate ideas; these techniques may include role playing, body language, mime, sign language, graphics, Braille, art, and dance;
7. communicate ideas using varied tools of electronic technology; and
8. evaluate the student's own speaking and writing and that of others using high standards.

B

A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information.

A student who meets the content standard should:

1. comprehend meaning from written text and oral and visual information by applying a variety of reading, listening, and viewing strategies; these strategies include phonic, context, and vocabulary cues in reading, critical viewing, and active listening;
2. reflect on, analyze, and evaluate a variety of oral, written, and visual information and experiences, including discussions, lectures, art, movies, television, technical materials, and literature; and
3. relate what the student views, reads, and hears to practical purposes in the student's own life, to the world outside, and to other texts and experiences.

C

A student should be able to identify and select from multiple strategies in order to complete projects independently and cooperatively.

A student who meets the content standard should:

1. make choices about a project after examining a range of possibilities;
2. organize a project by
 - a. understanding directions;
 - b. making and keeping deadlines; and
 - c. seeking, selecting, and using relevant resources;
3. select and use appropriate decision-making processes;
4. set high standards for project quality; and
5. when working on a collaborative project,
 - a. take responsibility for individual contributions to the project;
 - b. share ideas and workloads;
 - c. incorporate individual talents and perspectives;
 - d. work effectively with others as an active participant and as a responsive audience; and
 - e. evaluate the processes and work of self and others.

D

A student should be able to think logically and reflectively in order to present and explain positions based on relevant and reliable information.

A student who meets the content standard should:

1. develop a position by
 - a. reflecting on personal experiences, prior knowledge, and new information;
 - b. formulating and refining questions;
 - c. identifying a variety of pertinent sources of information;
 - d. analyzing and synthesizing information; and
 - e. determining an author's purposes;
2. evaluate the validity, objectivity, reliability, and quality of information read, heard, and seen;
3. give credit and cite references as appropriate; and
4. explain and defend a position orally, in writing, and with visual aids as appropriate.

E

A student should understand and respect the perspectives of others in order to communicate effectively.

A student who meets the content standard should:

1. use information, both oral and written, and literature of many types and cultures to understand self and others;
2. evaluate content from the speaker's or author's perspective;
3. recognize bias in all forms of communication; and
4. recognize the communication styles of different cultures and their possible effects on others.

Alaska Mathematics Content Standards

A

A student should understand mathematical facts, concepts, principles, and theories.

A student who meets the content standard should:

1. understand and use numeration, including
 - a. numbers, number systems, counting numbers, whole numbers, integers, fractions, decimals, and percents; and
 - b. irrationals and complex numbers;
2. select and use appropriate systems, units, and tools of measurement, including estimation;
3. perform basic arithmetic functions, make reasoned estimates, and select and use appropriate methods or tools for computation or estimation including mental arithmetic, paper and pencil, a calculator, and a computer;
4. represent, analyze, and use mathematical patterns, relations, and functions using methods such as tables, equations, and graphs;
5. construct, draw, measure, transform, compare, visualize, classify, and analyze the relationships among geometric figures; and
6. collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an event.

B

A student should understand and be able to select and use a variety of problem-solving strategies.

A student who meets the content standard should:

1. use computational methods and appropriate technology as problem-solving tools;
2. use problem solving to investigate and understand mathematical content;
3. formulate mathematical problems that arise from everyday situations;
4. develop and apply strategies to solve a variety of problems;
5. check the results against mathematical rules;
6. use common sense to help interpret results;
7. apply what was learned to new situations; and
8. use mathematics with confidence.

C

A student should understand and be able to form and use appropriate methods to define and explain mathematical relationships.

A student who meets the content standard should:

1. express and represent mathematical ideas using oral and written presentations, physical materials, pictures, graphs, charts, and algebraic expressions;
2. relate mathematical terms to everyday language;
3. develop, test, and defend mathematical hypotheses; and
4. clarify mathematical ideas through discussion with others.

D

A student should be able to use logic and reason to solve mathematical problems.

A student who meets the content standard should:

1. analyze situations;
2. draw logical conclusions;
3. use models, known facts, and relationships to explain the student's reasoning;
4. use deductive reasoning to verify conclusions, judge the validity of arguments, and construct valid arguments; and
5. use inductive reasoning to recognize patterns and form mathematical propositions.

E

A student should be able to apply mathematical concepts and processes to situations within and outside of school.

A student who meets the content standard should:

1. explore problems and describe results using graphical, numerical, physical, algebraic, and verbal mathematical models or representations;
2. use mathematics in daily life; and
3. use mathematics in other curriculum areas.

Alaska Science Content Standards

A

A student should understand and be able to apply the processes and applications of scientific inquiry

A student who meets the content standard should:

1. develop an understanding of the processes of science used to investigate problems, design and conduct repeatable scientific investigations, and defend scientific arguments;
2. develop an understanding that the processes of science require integrity, logical reasoning, skepticism, openness, communication, and peer review; and
3. develop an understanding that culture, local knowledge, history, and interaction with the environment contribute to the development of scientific knowledge, and local applications provide opportunity for understanding scientific concepts and global issues.

B

A student should understand and be able to apply the concepts, models, theories, universal principles, and facts that explain the physical world.

A student who meets the content standard should:

1. develop an understanding of the characteristic properties of matter and the relationship of these properties to their structure and behavior;
2. develop an understanding that energy appears in different forms, can be transformed from one form to another, can be transferred or moved from one place or system to another, may be unavailable for use, and is ultimately conserved;
3. develop an understanding of the interactions between matter and energy, including physical, chemical, and nuclear changes, and the effects of these interactions on physical systems; and
4. develop an understanding of motions, forces, their characteristics and relationships, and natural forces and their effects.

C

A student should understand and be able to apply the concepts, models, theories, facts, evidence, systems, and processes of life science.

A student who meets the content standard should:

1. develop an understanding of how science explains changes in life forms over time, including genetics, heredity, the process of natural selection, and biological evolution;
2. develop an understanding of the structure, function, behavior, development, life cycles, and diversity of living organisms; and
3. develop an understanding that all organisms are linked to each other and their physical environments through the transfer and transformation of matter and energy.

D

A student should understand and be able to apply the concepts, processes, theories, models, evidence, and systems of earth and space sciences.

A student who meets the content standard should:

1. develop an understanding of Earth's geochemical cycles;
2. develop an understanding of the origins, ongoing processes, and forces that shape the structure, composition, and physical history of the Earth;
3. develop an understanding of the cyclical changes controlled by energy from the sun and by Earth's position and motion in our solar system; and
4. develop an understanding of the theories regarding the origin and evolution of the universe.

E

A student should understand the relationships among science, technology, and society.

A student who meets the content standard should:

1. develop an understanding of how scientific knowledge and technology are used in making decisions about issues, innovations, and responses to problems and everyday events;
2. develop an understanding that solving problems involves different ways of thinking, perspectives, and curiosity that lead to the exploration of multiple paths that are analyzed using scientific, technological, and social merits; and
3. develop an understanding of how scientific discoveries and technological innovations affect and are affected by our lives and cultures.

F

A student should understand the dynamic relationships among scientific, cultural, social, and personal perspectives.

A student who meets the content standard should:

1. develop an understanding of the interrelationships among individuals, cultures, societies, science, and technology;
2. develop an understanding that some individuals, cultures, and societies use other beliefs and methods in addition to scientific methods to describe and understand the world; and
3. develop an understanding of the importance of recording and validating cultural knowledge.

G

A student should understand the history and nature of science.

A student who meets the content standard should:

1. develop an understanding that historical perspectives of scientific explanations demonstrate that scientific knowledge changes over time, building on prior knowledge;
2. develop an understanding that the advancement of scientific knowledge embraces innovation and requires empirical evidence, repeatable investigations, logical arguments, and critical review in striving for the best possible explanations of the natural world;
3. develop an understanding that scientific knowledge is ongoing and subject to change as new evidence becomes available through experimental and/or observational confirmation(s); and
4. develop an understanding that advancements in science depend on curiosity, creativity, imagination, and a broad knowledge base.

Publication Notice:

*This booklet was published by the Department of Education & Early Development.
It was printed at a cost of \$1.79 per copy in Juneau.*

Publication date: May 2006

