

## ICS English as a Second Language Standards and Benchmarks

The documents used in drafting these ESL standards include Nevada ESL English Language Proficiency Standards and the TESOL Standards for Pre-K – 12 Students.

### Lower Secondary - Grades 6 to 8

#### R1: Students develop fluency in reading English.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.R1.a Adjust reading rate to suit text.	Adjust reading rate to suit text.	Adjust reading rate to suit text.	Adjust reading rate to suit text.	Adjust reading rate to suit text.
LS.R1.b Read grade-level text aloud with appropriate intonation and expression.	Read text aloud with assistance.	Read text aloud with fluency and accuracy.	Read grade-level text aloud with appropriate intonation and expression.	Read grade-level text aloud with intonation, and expression.

#### R2: Students demonstrate reading comprehension of written material.

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.R2.a Use context to understand meaning.	Use context to understand meaning.	Use context to understand meaning.	Use context to understand meaning.	Use context to understand meaning.
LS.R2.b Follow written directions to perform task.	Follow simple written directions to perform task.	Follow three-step written directions to perform task.	Follow multi-step written directions to perform task.	Follow multi-step written directions to perform task.
LS.R2.c Demonstrate understanding of text features.	Demonstrate understanding of text features.	Demonstrate understanding of text features.	Demonstrate understanding of text features.	Demonstrate understanding of text features.
LS.R2.d Apply reading comprehension skills, including skimming, scanning, previewing, and rereading.	Apply reading comprehension skills, including skimming, scanning, previewing, and rereading.	Apply reading comprehension skills, including skimming, scanning, previewing, and rereading.	Apply reading comprehension skills, including skimming, scanning, previewing, and rereading.	Apply reading comprehension skills, including skimming, scanning, previewing, and rereading.

LS.R2.e Demonstrate understanding of new information in relation to information previously learned.	Demonstrate understanding of new information in relation to information previously learned.	Demonstrate understanding of new information in relation to information previously learned.	Demonstrate understanding of new information in relation to information previously learned.	Demonstrate understanding of new information in relation to information previously learned.
LS.R2.f Demonstrate use of pre-reading strategies to enhance comprehension, including accessing prior knowledge, predicting, previewing, and setting a purpose.	Demonstrate use of pre-reading strategies to enhance comprehension, including accessing prior knowledge, predicting, previewing, and setting a purpose.	Demonstrate use of pre-reading strategies to enhance comprehension, including accessing prior knowledge, predicting, previewing, and setting a purpose.	Demonstrate use of pre-reading strategies to enhance comprehension, including accessing prior knowledge, predicting, previewing, and setting a purpose.	Demonstrate use of pre-reading strategies to enhance comprehension, including accessing prior knowledge, predicting, previewing, and setting a purpose.
LS.R2.g Demonstrate skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	Demonstrate skills and strategies such as locating essential information and verifying predictions to aid comprehension.	Demonstrate skills and strategies such as locating essential information and verifying predictions, and drawing conclusions to aid comprehension.	Demonstrate skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.	Demonstrate skills and strategies such as locating essential information, verifying predictions, drawing conclusions, and making inferences to aid comprehension.
LS.R2.h Identify and explain the main idea of a text and understand Biblical implications.	Identify and explain the main idea of a text and understand Biblical implications.	Identify and explain the main idea of a text and understand Biblical implications.	Identify and explain the main idea of a text and understand Biblical implications.	Identify and explain the main idea of a text and understand Biblical implications.
LS.R2.a Demonstrate self-correcting strategies when reading.	Identify self-correcting strategies, such as self-questioning and rereading.	Demonstrate self-correcting strategies when reading to meaning.	Demonstrate self-correcting strategies when reading to meaning.	Demonstrate self-correcting strategies when reading to meaning.

**W1: Students write using appropriate English syntax and grammatical structure to express meaning.**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.W1.a Compare and contrast information in writing.	Compare simple objects according to characteristics.	Compare and contrast simple information.	Compare and contrast information, such as setting or characters in a story.	Compare and contrast information in writing.
LS.W1.b Produce informative writing that is developed with introduction, support, and conclusion.	Identify informative writing and find details that develop a topic.	Produce an outline for informative writing that includes a topic sentence, introductory and concluding sentence, and support with teacher assistance.	Produce informative writing that develops a topic with introductory and concluding sentences and support with teacher assistance.	Produce informative writing that develops a topic with introduction, support, and conclusion.
LS.W1.c Research and write about a given topic.	Write about a simple given topic.	Write about a given topic.	Research and write about a simple given topic.	Research and write about a given topic.
LS.W1.d Take notes to record important information.	Take notes to record important information.	Take notes to record important information.	Take notes to record important information.	Take notes to record important information.
LS.W1.e Produce writing that is clear and includes descriptive detail.	Identify topic and descriptive detail in writing.	Produce writing that is clear and includes descriptive detail with teacher assistance.	Produce writing that is clear and includes descriptive detail with teacher assistance.	Produce writing that is clear and includes descriptive detail.
LS.W1.f Produce written summary that presents main ideas and key supporting information.	Identify main idea and key supporting information with teacher assistance.	Produce written summary that presents main ideas and key supporting information with teacher assistance.	Produce written summary that presents main ideas and key supporting information with teacher assistance.	Produce written summary that presents main ideas and key supporting information.

LS.W1.g Produce persuasive writing that is developed with introduction, support, and conclusion.	Identify persuasive writing and find supporting details.	Produce a persuasive thesis statement with supporting details.	Produce simple persuasive evidence in support of a solution to a problem.	Produce persuasive writing that is developed with introduction, support, and conclusion.
LS.W1.h Use appropriate organizing techniques for writing, including sequencing, classifying, and outlining	Begin to use sequencing and classifying for writing.	Use sequencing and classifying for writing.	Use sequencing and classifying for writing.	Use appropriate organizing techniques for writing, including sequencing, classifying, and outlining

**W2: Students write in English using correct basic grammar as well as correct punctuation and capitalization.**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.W2.a Revise writing, using given criteria, to improve word choice and organization.	Revise writing to improve word choice and organization with teacher assistance.	Revise writing to improve word choice and organization with a peer.	Revise writing to improve word choice and organization with a peer.	Revise writing, using given criteria, to improve word choice and organization.
LS.W2.b Edit writing for use of Standard English.	Identify some errors and make corrections.	Begin to write and spell correctly using Standard English.	Write and spell limited vocabulary using Standard English.	Edit writing for use of Standard English.
LS.W2.c Apply rules of grammar and usage in writing, including subject/verb agreement, pronoun/antecedent agreement, articles, and verb tenses.	Identify and practice using rules of grammar and usage in writing, including subject/verb agreement, pronoun/antecedent agreement, articles, and verb tenses with teacher assistance.	Apply rules of grammar and usage in writing, including subject/verb agreement, pronoun/antecedent agreement, articles, and verb tenses with teacher assistance.	Apply rules of grammar and usage in writing, including subject/verb agreement, pronoun/antecedent agreement, articles, and verb tenses with peer assistance.	Apply rules of grammar and usage in writing, including subject/verb agreement, pronoun/antecedent agreement, articles, and verb tenses.

LS.W2.d Demonstrate use of simple, compound, and complex sentences in writing.	Demonstrate use of simple sentences.	Demonstrate use of simple and compound sentences.	Demonstrate use of simple, compound, and complex sentences in writing.	Demonstrate use of simple, compound, and complex sentences in writing.
LS.W2.e Use punctuation correctly.	Identify punctuation.	Begin to use punctuation correctly.	Use punctuation correctly.	Use punctuation correctly.
LS.W2.f Use rules of capitalization.	Identify and use rules of capitalization.	Use rules of capitalization.	Use rules of capitalization.	Use rules of capitalization.
LS.W2.g Spell correctly when writing using a dictionary.	Spell correctly when writing using a dictionary.	Spell correctly when writing using a dictionary.	Spell correctly when writing using a dictionary.	Spell correctly when writing using a dictionary.

**LS1: Students comprehend and communicate using spoken English for personal and social purposes.**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.LS1.a Ask and answer questions to gain information.	Answer simple questions.	Ask and answer simple questions, with assistance, to gain information.	Ask and answer simple questions to gain information.	Ask and answer questions to gain information, such as asking for and giving opinions, asking for and giving information about self and family, asking for clarification.
LS.LS1.b Express needs, feelings, and ideas.	Express simple needs.	Express simple needs, feelings, and ideas.	Express needs, feelings, and ideas.	Express needs, feelings, and ideas.
LS.LS1.c Use appropriate nonverbal communication.	Use appropriate nonverbal communication.	Use appropriate nonverbal communication.	Use appropriate nonverbal communication.	Use appropriate nonverbal communication.
LS.LS1.d Participate in conversation.	Participate in simple conversation.	Participate in conversation.	Participate in conversation.	Participate in conversation.
LS.LS1.e Share social and cultural traditions, such as foods, songs, and celebrations.	Share social and cultural traditions, such as foods, songs, and celebrations.	Share social and cultural traditions, such as foods, songs, and celebrations.	Share social and cultural traditions, such as foods, songs, and celebrations.	Share social and cultural traditions, such as foods, songs, and celebrations.

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LS.LS1.f Listen to and imitate the way others use the target language.	Listen to the way others use the target language.	Listen to and imitate the way others use the target language.	Listen to and imitate the way others use the target language.	Listen to and imitate the way others use the target language.
LS.LS1.g Focus attention selectively.	Focus attention selectively.	Focus attention selectively.	Focus attention selectively.	Focus attention selectively.
LS.LS1.h Seek feedback from others, including asking if a particular phrase or word is correct.	Seek feedback from others, including asking if a particular phrase or word is correct.	Seek feedback from others, including asking if a particular phrase or word is correct.	Seek feedback from others, including asking if a particular phrase or word is correct.	Seek feedback from others, including asking if a particular phrase or word is correct.
LS.LS1.i Self-monitor language development, including keeping language learning notes, testing appropriate use of new vocabulary and phrases, and practicing newly learned language by teaching a peer.	Self-monitor language development, including keeping language learning notes and testing appropriate use of new vocabulary.	Self-monitor language development, including keeping language learning notes and testing appropriate use of new vocabulary.	Self-monitor language development, including keeping language learning notes, testing appropriate use of new vocabulary, and practicing newly learned language by teaching a peer.	Self-monitor language development, including keeping language learning notes, testing appropriate use of new vocabulary, and practicing newly learned language by teaching a peer.
LS.LS1.j Demonstrate understanding and use of language "chunks."	Demonstrate understanding and use of language "chunks" with peer.	Demonstrate understanding and use of language "chunks" with small group.	Demonstrate understanding and use of language "chunks."	Demonstrate understanding and use of language "chunks."
LS.LS1.k Use context to understand meaning of new language.	Use context to understand meaning of new language.	Use context to understand meaning of new language.	Use context to understand meaning of new language.	Use context to understand meaning of new language.
LS.LS1.l Practice new language.	Practice new language with peer.	Practice new language with peer and in small group.	Practice new language with peer and in groups.	Practice new language with peer and in groups.
LS.LS1.m Recognize and use idioms appropriately.	Recognize and use idioms appropriately.	Recognize and use idioms appropriately.	Recognize and use idioms appropriately.	Recognize and use idioms appropriately.
LS.LS1.n Use and respond to humor appropriately.	Use and respond to humor appropriately.	Use and respond to humor appropriately.	Use and respond to humor appropriately.	Use and respond to humor appropriately.

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LS.LS1.o Demonstrate understanding of and respond appropriately to nonverbal cues and body language.	Demonstrate understanding of and respond appropriately to simple nonverbal cues and body language.	Demonstrate understanding of and respond appropriately to simple nonverbal cues and body language.	Demonstrate understanding of and respond appropriately to nonverbal cues and body language.	Demonstrate understanding of and respond appropriately to nonverbal cues and body language.
LS.LS1.p Use appropriate tone, volume, stress, and intonation in social settings.	Use appropriate tone, volume, stress, and intonation in social settings.	Use appropriate tone, volume, stress, and intonation in social settings.	Use appropriate tone, volume, stress, and intonation in social settings.	Use appropriate tone, volume, stress, and intonation in social settings.

**LS2: Students comprehend and communicate in English to achieve academically.**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.LS2.a Follow oral directions to complete a task.	Follow simple oral directions to complete a task.	Follow two-part oral directions to complete a task.	Follow two and three-part oral directions to complete a task.	Follow two and three-part oral directions to complete a task.
LS.LS2.b Ask for and give clarification, including restating a teacher's directions and asking a teacher to restate directions.	Ask for and give clarification, including asking a teacher to restate directions.	Ask for and give clarification, including asking a teacher to restate directions.	Ask for and give clarification, including restating a teacher's directions and asking a teacher to restate directions.	Ask for and give clarification, including restating a teacher's directions and asking a teacher to restate directions.
LS.LS2.c Ask and answer questions, including asking for assistance and information.	Ask and answer simple questions with teacher assistance.	Ask and answer simple questions.	Ask and answer questions, including asking for assistance and information.	Ask and answer questions, including asking for assistance and information.
LS.LS2.d Participate in pair, group, and class discussion.	Participate in pair discussion.	Participate in pair and small group discussion.	Participate in pair and group discussion.	Participate in pair, group, and class discussion.
LS.LS2.e Express ideas, likes, dislikes, and needs.	Express likes, dislikes, and needs.	Express likes, dislikes, and needs.	Express ideas, likes, dislikes, and needs.	Express ideas, likes, dislikes, and needs.
LS.LS2.f Retell information.	Retell simple information.	Retell simple information.	Retell information.	Retell information.

LS.LS2.g Analyze and explain information, including presenting information to class.	Analyze and explain simple information.	Analyze and explain simple information, including presenting information to class.	Analyze and explain information, including presenting information to class.	Analyze and explain information, including presenting information to class.
LS.LS2.h Focus attention selectively.	Focus attention selectively.	Focus attention selectively.	Focus attention selectively.	Focus attention selectively.
LS.LS2.i Self-monitor and self-correct to build and expand speaking skills.	Self-monitor and self-correct to build and expand speaking skills.	Self-monitor and self-correct to build and expand speaking skills.	Self-monitor and self-correct to build and expand speaking skills.	Self-monitor and self-correct to build and expand speaking skills.
LS.LS2.j Demonstrate understanding of and respond appropriately to nonverbal cues.	Demonstrate understanding of and respond appropriately to nonverbal cues.	Demonstrate understanding of and respond appropriately to nonverbal cues.	Demonstrate understanding of and respond appropriately to nonverbal cues.	Demonstrate understanding of and respond appropriately to nonverbal cues.
LS.LS2.k Use acceptable tone, volume, stress, and intonation in the classroom.	Use acceptable tone, volume, stress, and intonation in the classroom.	Use acceptable tone, volume, stress, and intonation in the classroom.	Use acceptable tone, volume, stress, and intonation in the classroom.	Use acceptable tone, volume, stress, and intonation in the classroom.

**V1: Students demonstrate knowledge and understanding of grade-appropriate words.**

	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
LS.V1.a Use dictionaries, glossaries, roots, structures, and context clues to understand new words in text and increase vocabulary.	Use dictionaries and glossaries to understand new words in text and increase vocabulary.	Use dictionaries, glossaries, and context clues to understand new words in text and increase vocabulary.	Use dictionaries, glossaries, roots, structures, and context clues to understand new words in text and increase vocabulary.	Use dictionaries, glossaries, roots, structures, and context clues to understand new words in text and increase vocabulary.
LS.V1.b Use roots, prefixes, suffixes and context to determine meaning of words.	Use roots, prefixes, suffixes and context to determine meaning of words.	Use roots, prefixes, suffixes and context to determine meaning of words.	Use roots, prefixes, suffixes and context to determine meaning of words.	Use roots, prefixes, suffixes and context to determine meaning of words.

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LS.V1.c Use knowledge of synonyms, antonyms, and homophones to expand vocabulary	Identify and use some synonyms, antonyms, and homophones to expand vocabulary.	Use knowledge of synonyms, antonyms, and homophones to expand vocabulary	Use knowledge of synonyms, antonyms, and homophones to expand vocabulary	Use knowledge of synonyms, antonyms, and homophones to expand vocabulary
LS.V1.d Use varied and specific vocabulary.	Use varied and specific vocabulary.	Use varied and specific vocabulary.	Use varied and specific vocabulary.	Use varied and specific vocabulary.

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