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Title 28 EDUCATION

Part LXXXV. Bulletin 112—Louisiana English Language Development Standards

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Title 28 EDUCATION

Part LXXXV. Bulletin 112—Louisiana English Language Development Standards

Chapter 1. Standard One

§101. General Provisions

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

B. Focus. As students who are limited English proficient move through the 5 levels of English listening proficiency from phonemic awareness to understanding short utterances and simple directions to understanding standard speech both in social and academic settings to understanding the main ideas and relevant details of extended discussions or presentations, these students will develop the English listening skills that will enable them to fully access the general education curriculum and achieve at the same academic levels as their native English-speaking peers.

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:768 (April 2004).

§103. Listening Benchmarks and Proficiency Levels

A. If cognitively appropriate, in grades K-12 what students who are limited English proficient should know and are able to do includes the following.

1. ELD-1-L1—Students demonstrate growth in comprehension of oral language and begin to access the curriculum in core subject areas (ELA-4).

a. Listening Proficiency Level I. Beginner: Students at this level are beginning to understand short utterances. They occasionally understand isolated words, such as cognates, borrowed words, or high frequency social conventions. The student is able to do the following:

- i. detect non-verbal and verbal cues (L 1.1);
- ii. focus attention selectively (L 1.2);
- iii. demonstrate comprehension through non-verbal responses (L 1.3);
- vi. respond correctly to high frequency social convention (L 1.4);
- v. respond to simple directions or instructions (L 1.5);
- vi. listen to and imitate others use of language (L 1.6);
- vii. comprehend a few words, phrases with basic English grammatical forms (L 1.7).

2. ELD-1-L2—Students comprehend simple statements, directions, questions, and continue to access the curriculum in core subject areas (ELA-4).

a. Listening Proficiency Level II-Lower Intermediate. Students at this level understand simple statements, directions, and questions. They rely on a speaker's use of repetition, gestures, and other non-verbal cues to sustain communication. The student is able to do the following:

- i. begin to discriminate the sounds and intonation patterns of the English language (L2.1);
- ii. understand basic structures, expressions, and vocabulary such as school environment and basic personal information (L 2.2);
- iii. comprehend key words, phrases and/or sentences with basic English grammatical forms (L2.3);
- iv. follow multi-step oral directives to complete task (L 2.4);
- v. interpret speaker's message, purpose, and perspectives (L 2.5);
- vi. assess how language choice reflects the tone of the message (L 2.6).

3. ELD-1-L3—Students comprehend simple narratives and structures in short interactions with peers and adults, and continue to access the curriculum in core subject areas (ELA -5).

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

- i. demonstrate proficiency of the listening process such as focusing attention, interpreting and responding to topics in everyday situations (L 3.1);
- ii. listen attentively to stories/information and identify main idea, key details and concepts using both verbal and non-verbal cues of the speaker (L 3.2);
- iii. identify a variety of media messages and give some supporting details (L 3.3).

4. ELD-1-L4—Students understand speech in most authentic situations with some repetition and rewording in

both social and core academic setting approaching grade level listening comprehension (ELA 6).

a. Listening Proficiency Level IV-Advanced. Students at this level understand most standard speech. They identify main ideas and relevant details of discussions or presentations on a wide range of topics, including unfamiliar ones. Students infer meaning from stress, intonation, pace, and rhythm. The student is able to do the following:

i. listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (L 4.1);

ii. use effective listening to provide appropriate feedback in variety of situations such as conversations, discussions, and informative, persuasive, or artistic presentations (L 4.2);

iii. demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately (L 4.3).

5. ELD-1-L5. Students master comprehension of standard speech at grade level in both social and core academic settings (ELA 7).

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

i. differentiate between the speaker's opinion and verifiable fact (L 5.1);

ii. demonstrate comprehension of and give an appropriate listener response to ideas in a persuasive speech, oral interpretation of literary selections, interviews in a variety of real-life situations, and in educational and scientific presentations (L 5.2);

iii. identify, analyze and imitate a speaker's persuasive techniques such as selling, convincing, and using propaganda (L 5.3).

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Chapter 3. Standard Two

§301. General Provisions

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

B. Focus. As students who are limited English proficient move through the 5 levels of English speaking proficiency from using simple words or phrases to initiating and responding to simple conversation to producing complex

sentence structures to producing a high degree of fluency and accuracy when speaking to producing fluent and accurate language production in both social and academic situations, these students will develop English speaking skills that will enable them to fully access the general education curriculum and achieve at the same academic levels as their native English-speaking peers.

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§303. Speaking Benchmarks and Proficiency Levels

A. If cognitively appropriate, in grades K-12 what students who are limited English proficient should know and are able to do includes the following.

1. ELD-2-S1—Students will show growth in oral communication using high frequency words and phrases to begin to access the curriculum in core subject areas (ELA 4).

a. Speaking Proficiency Level I-Beginner. Students at this level use gestures, simple words or phrases when given sufficient context or visual cues to respond to or request information. The student is able to do the following:

i. communicate with gestures and non-verbal modalities (S 1.1);

ii. communicate using common social greetings and simple repetitive phrases (S 2.2);

iii. answer simple questions with one and two-word responses (S 2.3);

iv. communicate basic needs, wants, and feelings (S 2.4);

v. generate a few words, phrases with basic English grammatical form and phonemic accuracy (S 2.5).

2. ELD-2-S2—Students use appropriate strategies to initiate and respond to simple statements and questions to continue to access the curriculum in core subject areas (ELA 4).

a. Speaking Proficiency Level II-Lower Intermediate. Students at this level use appropriate strategies to initiate and respond to simple conversation with hesitation, relying on known vocabulary, familiar structures and utterances and may have to repeat themselves to be understood. The student is able to do the following:

i. name people, places, objects, events and basic concepts such as days of the week, food, occupations and time (S 2.1);

ii. restate oral directions or instructions (S 2.2);

iii. ask and give information such as directions, address, name, and age (S 2.3);

iv. ask and answer questions using simple phrases or sentences (S 2.4);

v. respond to factual questions about texts read aloud (S 2.5);

- vi. narrate basic sequence of events (S 2.6).
3. ELD-2-S3—Students initiate and sustain a simple conversation in social and core academic settings (ELA 4,7).
- a. Speaking Proficiency Level III-Upper Intermediate. Students at this level communicate orally, often with hesitation, when using low-frequency vocabulary. They begin to produce complex sentence structures, use verb tenses correctly, and discuss academic topics. The student is able to do the following:
 - i. ask and answer questions to gather and provide information in English (S 3.1);
 - ii. converse on simple topics begin to use most conventions of the oral English language including intonation, syntax, and grammar. (S 3.2);
 - iii. narrate simple sequence of events (S 3.3);
 - iv. retell and paraphrase familiar stories with simple sentences (S 3.4);
 - v. ask and answer instructional questions about simple written texts with simple words and phrases (S 3.5);
 - vi. give directions/procedures (S 3.6);
 - vii. prepare and deliver short oral presentations (S 3.7).
4. ELD-2-S4—Students approaching grade level communication with confidence in most situations with support in academic areas (ELA 4,7).
- a. Speaking Proficiency Level IV-Advanced. Students at this level engage in most communicative situations with some errors, demonstrating competence in oral language. They have a high degree of fluency and accuracy when speaking in social settings, although they may encounter difficulty in academic language production. The student is able to do the following:
 - i. recognize appropriate ways of speaking that varies based on purpose, audience, and subject matter (S 4.1);
 - ii. respond to factual questions about texts read aloud (S 4.2);
 - iii. communicate effectively in conversations and group discussions while problem solving and planning (S 4.3);
 - iv. use the conventions of oral language effectively including intonation, syntax, and grammar (S 4.6);
 - v. narrate complex sequence of events (S 4.5);
 - vi. use a variety of idiomatic expressions and figurative language appropriately (S 4.6);
 - vii. persuade, argue or reason to support spoken ideas with evidence, elaborations, and examples (S 4.7).

5. ELD-2-S5—Students on grade level engage in social and academic communication with mastery of complex language structures in varied situations (ELA 4,7).

a. Speaking Proficiency Level V-Full English Proficiency. Students at this level are fluent and accurate in language production with some hesitation regarding technical content area vocabulary. The student is able to do the following:

- i. adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (S 5.1);
- ii. use effective, rate, volume, pitch, and tone for the audience and setting (S 5.2);
- iii. actively participate and initiate more extended social conversations or discussions with peers and adults on familiar or unfamiliar topics by making relevant contributions, asking and answering questions, restating and soliciting information (S 5.3);
- iv. demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (S 5.4);
- v. prepare and deliver extended oral presentations that follow a process of organization using a variety of sources for a research project (S 5.5);
- vi. explain abstract tasks an/or concepts with appropriate sequencing taking into account the listener's perspective (S 5.6);
- vii. negotiate with confidence using complex language structures for expression of personal view of abstract ideas (S 5.7).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:769 (April 2004).

Chapter 5. Standard Three

§501. General Provisions

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

B. Focus. Students who are limited English proficient enter school with a wide range of literacy skills and abilities in their native language. As students move through the 5 levels of English reading proficiency from letter recognition to simple language structures and syntax to complex narratives to comprehending the context of most text to using the same reading strategies to derive meaning from a wide range of social and academic texts, these students will develop the English reading skills that will enable them to fully access the general education curriculum and achieve at the same academic levels as their native English-speaking peers.

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§503. Reading Benchmarks and Proficiency Levels

A. If cognitively appropriate, in grades K-12 what students who are limited English proficient should know and are able to do includes the following.

1. ELD-3-R1—Students develop initial print awareness and begin to access the curriculum in core subject areas (ELA 1, 5, 6, 7).

a. Reading Proficiency Level I-Beginner. Students at this level understand simple print material. Students identify high-frequency words and symbols when strongly supported by context. The student is able to do the following:

- i. hold print material in the correct position (R 1.1);
- ii. recognize common signs and logos (R 1.2);
- iii. distinguish individual printed letters from words and sentences (R 1.3);
- iv. identify words from left to right and top to bottom on the printed page (R 1.4);
- v. recognize the order of the alphabet and the form of the letters, and Arabic numbers (R.3.5);
- vi. know the difference between capital and lowercase letters (R 1.6);
- vii. recognize phonetic pronunciation of the letters of the alphabet (R 1.7);
- viii. match oral words to printed words or graphics (R. 1.8);
- ix. read simple one syllable and high frequency words when strongly supported by context (R 3.9);
- x. use emerging reading skills to make meaning from print (R 1.10).

2. ELD-3-R2. Students understand simple material form academic or social purposes to continue to access the curriculum in core subject areas (ELA 1, 5, 6, 7).

a. Reading Proficiency Level II-Lower Intermediate. Students at this level understand the general message of basic reading passages that contain simple language structures and syntax. Students begin to use reading strategies to guess the meaning of unfamiliar words through the use of pictures, diagrams, cognates, and context. The student should be able to do the following:

- i. use prior knowledge to interpret pictures (R 2.1);
- ii. use pictures to make predictions about the text (R 2.2);
- iii. recognize sound/symbol relationships (R 2.3);
- iv. read common word families and simple sentences (R 2.4);

- v. read compound words and contractions (R 2.5);
- vi. use cognates for academic or social comprehension (R 2.6);

vii. recognize basic word order rules in phrases, simple sentences, or simple text (R 2.7).

3. ELD-3-R3—Students understand a more complex narrative and descriptive materials within a familiar context to continue to access the curriculum in core subject areas (ELA 1, 5, 6, 7).

a. Reading Proficiency Level III-Upper Intermediate. Students at this level understand descriptive materials within familiar contexts and some complex narratives. The student uses visual and contextual cues to derive meaning from text that contains unfamiliar words and expressions. There may be a disparity between reading fluency and comprehension. The student should be able to do the following:

- i. demonstrate knowledge of taught contractions (R 3.1);
- ii. recognize common abbreviations (R 3.2);
- iii. use capitalization and punctuation to comprehend (R 3.3);
- iv. locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (R. 3.4);
- v. recognize and use knowledge of spelling patterns when reading (R 3.5);
- vi. recognize the format of poetry versus prose (R 3.6);
- vii. identify the main idea (R 3.7).

4. ELD-3-R4—Students, approaching grade level, understand the content of most text with support in academic content areas (ELA 1, 5, 6, 7).

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

- i. interact independently with a variety of text (R 4.1);
- ii. recognize most common English morphemes in phrases and sentences (R 4.2);
- iii. apply knowledge of word relationships, such as root and affixes to derive meaning from literature and text in content area (R 4.3);
- iv. rely on context clues to determine meaning (R 4.4);
- v. use reference materials including the glossary, dictionary, index, thesaurus, almanac, atlas, and multi-media resources (R 4.5);

vi. distinguish between main idea and supporting details (R 4.6).

5. ELD-3-R5—Students understand a wide range of both social and academic texts available to native English speakers at grade level (ELA 1,5, 6, 7).

a. Reading Proficiency Level V-Full English Proficiency. Students at this level use the same reading strategies as their native English-speaking peers to derive meaning from a wide range of both social and academic texts. The student should be able to do the following:

- i. create artwork or a written response that shows comprehension of a selection (R 5.1);
- ii. comprehend material from a variety of genres (R 5.2);
- iii. draw correlations from literature and links to real life situations (R 5.3);
- iv. name and analyze story plot, setting, and conflict (R 5.4);
- v. analyze, evaluate, and draw conclusions by providing evidence presented in the text (R 5.5);
- vi. organize, evaluate, and condense information for use in a presentation or writing (R 5.6).

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HISTORICAL NOTE: Promulgated by the Board of Elementary and Secondary Education, LR 30:770 (April 2004).

Chapter 7. Standard Four

§701. General Provisions

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

B. Focus. Students who are limited English proficient are expected to perform on an academic level commensurate with their English-speaking peers. As students move through the five levels of English writing proficiency from letter formation to composing short informative passages to short reports to multi-paragraph essays to writing fluently using language structures and writing conventions, these students will develop the writing skills that will enable them to fully access the general education curriculum and achieve at the same academic levels as their native English speaking-speaking peers.

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§703. Writing Benchmarks and Proficiency Levels

A. If cognitively appropriate, in grades K-12 what students who are limited English proficient should know and are able to do includes the following.

1. ELD-4-W1—Students demonstrate growth in communicative writing skills to begin to access the curriculum in core subject areas (ELA 2, 3).

a. Writing Proficiency Level I-Beginner. Students at this level are beginning to develop communicative writing skills including the formation of individual letters and transcription of familiar words or phrases. Instruction for these students will target alphabetic awareness and basic writing techniques relative to phonological and morphological areas. The student should be able to do the following:

- i. draw or copy from a mode (W 1.1);
- ii. print upper and lowercase letters of the alphabet (W 1.2);
- iii. print legibly using left to right, top to bottom directionality (W 1.3);
- iv. write his/her own name and other important words (W 1.4);
- v. print legibly using correct spacing between letters and words and sentences (W 1.5);
- vi. copy words posted and commonly used in the classroom (W 1.6);
- vii. label key parts of common objects (W 1.7);
- viii. capitalize first word of a sentence, proper nouns, and initials (W 1.8).

2. ELD-4-W2—Students compose short informative passages on familiar topics and continue to access the curriculum in core subject areas (ELA 2, 3).

a. Writing Proficiency Level II-Lower Intermediate. Students at this level describe basic personal needs and compose short informative passages on very familiar topics. Students use prior knowledge to build understanding of essential grammatical concepts and constructs such as syntax and semantics. The student should be able to do the following:

- i. arrange words in alphabetical order (W 2.1);
- ii. use phonetic spelling (W 2.2);
- iii. produce several simple sentences on a topic (W 2.3);
- iv. use correct punctuation at the end of a sentence (W 2.4);
- v. write labels, notes, captions for illustrations, possessions, charts, and centers (W 2.5);
- vi. fill out simple forms with personal information with support (W 2.6);
- vii. begin to demonstrate knowledge of paragraph structure (W 2.7).

3. ELD-4-W3—Students write simple texts, correspondence, and short reports using high frequency language and continue to access the curriculum in core subject areas (ELA 2, 3).

a. Writing Proficiency Level III-Upper Intermediate. Students at this level write simple texts,

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personal/business letters, and short reports using high frequency language. Students recognize and correct obvious grammatical and syntactical errors. Students write various sentence patterns/structures. The student should be able to do the following:

- i. begin to demonstrate conventional spelling (W 3.1);
- ii. identify complete and incomplete sentences in written English (W 3.2);
- iii. use basic grammatical constructions in simple sentences (W 3.3);
- iv. write multiple sentences about a topic (W 3.4);
- v. write with more proficient spelling of inflectional endings, including plurals, past tense, and words that drop the final e when such endings as ing, ed, or able are added, correctly use apostrophes in contractions and possessives. (W 3.5);
- vi. write friendly notes and letters (W 3.6);
- vii. edit writing for punctuation, capitalization and spelling (W 3.7).

4. ELD-4-W4—Students, approaching grade level, write multi-paragraph essays, journal entries, personal and business letters, and creative texts in an organized fashion both in social and core academic subject areas (ELA 2, 3).

a. Writing Proficiency Level IV-Advanced. Students at this level write multi-paragraphs essays, journal entries, personal/business letters, and creative texts in an organized fashion with some errors. Students refine English writing skills leading into more mature, stylistic, and expressive formats. The student should be able to do the following:

- i. use planning strategies before writing (e.g.: process writing, graphic organizers) (W 4.1);
- ii. use resources to find correct spellings, synonyms, and replacement words (W 4.2);
- iii. use correct spelling of frequently used words in writing and words that contain affixes, contractions, compounds, common homophones, and words appropriate to the topic (W 4.3);

- iv. write the accurate spelling of root words, affixes, and inflections (W 4.4);
- v. spell derivatives correctly by applying the spelling of bases and affixes (W 4.5);
- vi. write a three-paragraph essay about a topic (W 4.6);
- vii. edit and revise writing for grammar and content (W 4.7);
- viii. begin writing in a variety of genres (W 4.8).

5. ELD-4-R5—Students, at grade level, produce fluent academic writing using language structures, technical vocabulary, and appropriate writing conventions to access the curriculum in core subject areas (ELA 2, 3, 7).

a. Writing Proficiency Level V-Full English Proficiency. Students at this level write fluently using language structures, technical vocabulary, and appropriate writing conventions with some circumlocutions. Students continue to expand written vocabulary to express themselves in various genres. The student should be able to do the following:

- i. organize and record expository information on pictures, lists, charts, and tables for literature and content area (W 5.1);
- ii. write to inform such as to explain, describe, report, narrate and persuade (W 5.2);
- iii. use figurative language correctly (W 5.3);
- iv. use analogies, quotations and facts to support a thesis (W 5.4);
- v. proofread writing for appropriateness of organization, content, style, and conventions (W 5.5);
- vi. apply rubric criteria to evaluate writing (W 5.6).

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