2018
Kansas Standards for English Learners

Grades K-12

Adopted September 11, 2018

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Overview

As required by Federal law, and outlined on KSDE's ESOL/Title III homepage, services are to be provided to students who have a first language that is not English or have a language other than English in the home until they are deemed proficient in English. Title III provides funding to support services designed to enhance English language learners' fluency in English and immigrant students' understanding of American culture. These services should provide students with the academic and social language they need to succeed in their educational pursuits. The guidance about "who" needs to be served and for what purpose is clear. However, in terms of how services are provided to English Learners, there is no one required program model. Districts implement various types of program models to serve English Learners. In fact, many districts have more than one program model within their district. In almost every case and model, ELs with varying levels of English proficiency will be in general education classrooms and will need different levels and types of supports to access grade-level content.

School and Family Partnership for English Learners: Requirements and Recommendations

As is with any student, connecting to and partnering with his/her family has many tangible benefits. Among these are more regular student attendance, higher student motivation, students staying in school longer, higher grades, and higher educational aspirations. Here is a link to *A Guide for Engaging ELL Families:* www.colorincolorado.org/article/connecting-ell-families

There are also other laws related to our obligations to EL students and their parents/guardians. The US Department of Education has a plethora of information and tools regarding schools' civil rights obligations to ELs and their limited English proficient parents/guardians. Here is a link: https://www2.ed.gov/about/offices/list/ocr/ellresources.html

Here is the bottom line:
The obligation not to discriminate based on race, color, or national origin requires public schools to take affirmative steps to ensure that limited English proficient (LEP) students, now more commonly known as known as English Learner (EL) students or English Language Learners (ELLs), can meaningfully participate in educational programs and services, and to communicate information to LEP parents in a language they can understand.

Understanding the Standards

The Kansas Standards for English Learners, 2018, are designed for use by all educators who are involved in the teaching and support of English Learners (ELs). The premise of these standards is supporting individual students to gain a level of proficiency with the English language that allows them to be highly successful in obtaining grade level academic standards in as short of time as possible. Both social English and academic English are required to attain mastery of the English language and of school success. When each teacher that has an English learner “takes ownership” for that student and supports him/her through appropriately scaffolded, highly experiential and collaborative instruction that is based on grade level curriculum, English proficiency can be expedited for a student.

The Kansas Standards for English Learners, 2018, were developed for grades K-8 and grade bands 9-10 and 11-12. This standards document illuminates the critical language, knowledge about language, and language skills that are necessary for ELs to be successful in schools. The four domains of English Language Arts - Reading, Writing, Speaking and Listening are the foundations for these standards for ELs, as these domains apply to all students. As such, the English Learner standards in this document are progressions of the specific grade level ELA standards within the four domains that squarely address language acquisition and development. They are drawn directly from the Kansas Standards for English Language Arts, 2017. They also align tightly to the previous Kansas EL Standards (ELPA21). (see 2018 Kansas Standards for English Learners Crosswalk matrix below)

These standards share the vision of the Kansas Standards for World Languages. “Studying another language and culture provides powerful keys for successful communication: "knowing how, when, and why, to say what to whom" (National Standards, 1996). The organizing principle for language study is communication, which highlights the social, linguistic, and cultural aspects of language. The approach to second language instruction endorsed here is designed to facilitate meaningful interaction with others, whether they are on another continent, across town, within the neighborhood, or in the classroom.” The Kansas Standards for English Learners bridges the social and academic purposes of language to meet the needs of ELs and helps prepare them for their endeavors after they graduate.

2018 KANSAS STANDARDS FOR ENGLISH LEARNERS CROSSWALK **2017 Kansas ELA Standards**	**Does it relate to Language Acquisition and Development?**	**Alignment to previous ELPA21 Standards**
Reading - ***receptive language***		
Demonstrate understanding of the organization and basic features of print. (RF1)	No	
Demonstrate understanding of spoken words, syllables, and phonemes. (RF2)	Yes	1
Know and apply grade-level phonics and word analysis skills in decoding words. (RF3)	Yes	1
Read with sufficient accuracy and fluency to support comprehension. (RF4)	Yes	1
Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (RI/RL1)	Yes	1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (RI/RL2)	No	
Analyze elements of plot as they relate to the meaning of a text. Extract meaning and purpose from informational text by analyzing its structure and organization. (RI/RL3)	No	
Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text. (RI/RL4)	Yes	8
Understand how an author uses text features and other elements to organize text (e.g., How do chapters work together to build a book?) and affect meaning. (RI/RL5)	No	
Recognize that different perspectives can be presented in different ways for different purposes. (RI/RL6)	No	
Adjust their reading to accommodate non-print formats (illustrations, graphs, video, etc.) in addition to print formats, in order to understand content. (RI/RL7)	No	
Follow the logic of an argument based on the validity of the claim and evidence presented. (RI8)	Yes	4, 6
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (RI/RL9)	No	
Apply their knowledge of language and how it works to a variety of contexts and situations. (RI/RL10)	Yes	2, 7
Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words. (RL/RI11)	Yes	8
Understand word meanings, and nuances in word meanings when reading. (RL/RI12)	Yes	8
Interpret meaning from a variety of texts on their own. (RL/RI13)	Yes	1

Writing ***- expressive language***		
Use valid reasoning and relevant and sufficient evidence to support a written argument. (W1)	No	
Create coherent, well-organized explanatory texts to convey complex ideas about a variety of topics. (W2)	No	
Create coherent, well-sequenced real or imagined narrative texts with developed plots, characters, and dialogue. (W3)	No	
Create texts appropriate for specific purposes, audiences, and tasks. (W4)	Yes	2, 3, 4, 9
Employ a recursive writing process – including planning, drafting, editing, and revising – to refine and improve their writing. (W5)	No	
Effectively use a variety of digital tools to produce original works both independently and collaboratively. (W6)	No	
Engage in an inquiry process to build an understanding of a range of topics, and create meaningful work based on their learning. (W7)	No	
Locate information from a variety of sources, evaluate the credibility and accuracy of sources, and use information from multiple sources to create original texts. (W8)	No	
Locate and use supportive and relevant evidence from a range of text types to strengthen original works. (W9)	No	
Accurately and effectively use standard English grammar and usage when writing. (W10)	Yes	10
Accurately and effectively use the mechanics of standard English for the purpose of productive communication. (W11)	Yes	2, 10
Write routinely over varied time frames for a range of tasks, purposes, and audiences. (W12)	Yes	2, 7, 9
Speaking ***- expressive language*** **and Listening** ***- receptive language***		
Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view. (SL1)	Yes	2, 4, 6
Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience. (SL2)	Yes	1, 2
Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence. (SL3)	Yes	6
Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience. (SL4)	Yes	2, 3, 4, 7, 9
Strategically incorporate appropriate digital and graphic elements into presentations to express information and enhance an audience's understanding. (SL5)	No	
Effectively adapt speech to fit a variety of contexts and communication situations. (SL6)	Yes	7
Accurately and effectively use standard English grammar and usage when speaking. (SL7)	Yes	10
Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank. (SL8)	Yes	7, 8

How to Read the English Language Standards Codes



Domains:
RF - Reading Foundations
R - Reading Literature/Reading Informational
W - Writing
SL - Speaking and Listening

Understanding the Levels of English Language Acquisition and Performance

Guiding Principles of Language Development

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
   Escamilla & Hopewell (2010); Goldenberg & Coleman (2010); Garcia (2005); Freeman, Freeman, & Mercuri (2002); González, Moll, & Amanti (2005); Scarcella (1990)

2. Students' home, school, and community experiences influence their language development.
   Nieto (2008); Collier (1995); California State Department of Education (1986)

3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
   Cloud, Genesee, & Hamayan (2009); Bialystok (2007); Chamot & O'Malley (1994); Bialystok (1991); Cummins (1978)

4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
   Escamilla & Hopewell (2010); Gottlieb, Katz, & Ernst-Slavit (2009); Tabors (2008); Espinosa (2009); August & Shanahan (2006); Genesee, Lindholm-Leary, Saunders, & Christian (2006); Snow (2005); Genesee, Paradis, & Crago (2004); August & Shanahan (2006); Riches & Genesee (2006); Gottlieb (2003); Schleppegrell & Colombi (2002); Lindholm & Molina (2000); Pardo & Tinajero (1993)

5. Students learn language and culture through meaningful use and interaction.
   Brown (2007); Garcia & Hamayan, (2006); Garcia (2005); Kramsch (2003); Díaz-Rico & Weed (1995); Halliday & Hasan (1989); Damen (1987)

6. Students use language in functional and communicative ways that vary according to context.
   Schleppegrell (2004); Halliday (1976); Finocchiaro & Brumfit (1983)

7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
   Gottlieb & Hamayan (2007); Spolsky (1989); Vygotsky (1962)

8. Students' development of academic language and academic content knowledge are inter-related processes.
   Gibbons (2009); Collier & Thomas (2009); Gottlieb, Katz, & Ernst-Slavit (2009); Echevarria, Vogt, & Short (2008); Zwiers (2008); Gee (2007); Bailey (2007); Mohan (1986)

9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
   Anstrom, et.al. (2010); Francis, Lesaux, Kieffer, & Rivera (2006); Bailey & Butler (2002); Cummins (1979)

10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.
    Gottlieb, Katz, & Ernst-Slavit (2009); Gibbons (2009, 2002); Vygotsky (1962)

The EL Standards Performance Level Rubric profiles the general stages of language acquisition, as well as continuums related to:

i. social language (language used for social interactions, e.g., to communicate feelings, needs, wants, directions)

ii. receptive language (reading and listening to understand the words, sentences and meaning of what others say or what is read)

iii. expressive language (writing and speaking to put thoughts into words and sentences in a way that makes sense and is grammatically accurate)

iv. access to grade-level curriculum (having the receptive, expressive, and social language skills necessary to engage in on-grade academic tasks)

These constructs are constantly at play as communication happens in any classroom and/or content area (math, science, social studies, ELA, etc.). To better understand and support your ELs, ask yourself where they would fall on the various parts of this rubric. A common occurrence is that a student's social language is more developed than their receptive language, and that receptive language is often more developed than expressive language.

These standards create a foundation upon which successful English language instruction is built. They frame expectations of “what students need to know and be able to do” at an advanced level of English fluency and how that relates to a mastery level. Each standard has a description of various touch points of proficiency along a continuum of performance so language acquisition can be understood. Student performance with any given standard is described increasing capacities ranging from: “beginning/level 0” < “emerging/Level 1< “developing/level 2” < “approaching/level 3” < “proficient/level 4” < “mastery/level 5”. By using these performance descriptors as a lens to understand “what a student CAN DO,” a teacher can design instruction based on a student’s strengths and commensurately support the student through level-appropriate scaffolding and sensory, graphic, and interactive instructional techniques.

To further understand the levels, it must be noted that “beginning/level 0” is not counted as a level but as the ground zero point where students begin to formally learn English. Students at this level have very little, if any, English language and will rely heavily on gestures and graphics to communicate - and may be essentially non-communicative in a “silent period.” Therefore, there are five levels of measurable production. The goal for all students, ELs and non-EL peers, is meeting the grade level standard which is captured at “mastery/level 5.” At this level, students fully and independently function with mastery of English across all grade appropriate settings and academic disciplines. However, the state’s determination of “proficiency” central to decisions regarding EL participation in Title III programming and measured through the Kansas English Language Proficiency Assessment is at “proficient/ level 4.” Performance at this level is considered “proficient” because a student demonstrates a level of advanced fluency where he/she produces language utilizing varied grammatical structures and vocabulary that

1) Is comparable to native speakers of the same age.
2) Allows independent access to grade-level curriculum and content skills.

Students advancing through the stages is a highly individualized process and timeline because acquiring an additional language is a very complex undertaking. ELs are tremendously heterogeneous and diverse. Progress in acquiring English has individual variability depending on factors such as:

- A school’s program type
- Age at which the student entered the program
- Initial proficiency level
- Native language literacy
- Linguistic and cultural background
- Life and educational experiences
- Additional needs (e.g. health, disability)

STAGES OF SECOND LANGUAGE ACQUISITION

Stage	Characteristics	Approximate Time Frame in Each Stage*
Silent/Receptive/ Pre-production Stage	They have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.	**0-6+ months**
Early Production Stage	They listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.	**6 months-1+ year**
Speech Emergence Stage	They have better comprehension and produce simple sentence and make common pronunciation errors.	**1-3+ years**
Intermediate Fluency Stage	They demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.	**3-5+ years**
Advanced Fluency Stage	They produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.	**5-7+ years**

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- A school's program type
- Age at which the student entered the program
- Initial proficiency level
- Native language literacy
- Linguistic and cultural background
- Life and educational experiences
- Additional needs (e.g. health, disability)

KS STANDARDS FOR ENGLISH LEARNERS PERFORMANCE LEVEL RUBRIC					
Level 0: Beginning	**Level 1: Emerging**	**Level 2: Developing**	**Level 3: Approaching**	**Level 4: Proficient**	**Level 5: Mastery**
Stage of Language Acquisition					
Students at Level 0 are in the **Silent/Receptive Stage**. They have very few oral skills and may only respond nonverbally by pointing, gesturing, nodding, or drawing.	Students at Level 1 are in the **Early Production Stage**. They listen with greater understanding and can produce a limited number of words, phrases, and simple sentences.	Students at Level 2 are in the **Speech Emergence Stage**. They have better comprehension and produce simple sentence and make common pronunciation errors.	Students at Level 3 are in the **Intermediate Fluency Stage**. They demonstrate increased levels of accuracy and correctness and are able to express thoughts and feelings.	Students at Level 4 and Level 5 are in the **Advanced Fluency Stage**. They produce language utilizing varied grammatical structures and vocabulary, comparable to native speakers of the same age.	
Using language to communicate in social contexts					
Students at Level 0 have very limited or no understanding of English. They may respond nonverbally to simple English commands or questions. They may use single words to represent ideas. They may imitate verbalizations of others.	Students at Level 1 communicate in simple everyday social and routine situations by using language supports such as memorized phrases, commands, or questions. They may use simple structures correctly but produce many basic errors.	Students at Level 2 use English to communicate but have some difficulty expressing themselves completely due to limited vocabulary and command of language structures.	Students at Level 3 use English to communicate and express themselves. They begin to use and understand more complex language structures in settings in which they are familiar.	Students at Level 4 fluently communicate and express themselves, even in new or unfamiliar settings.	Students at Level 5 fully and independently function in any English speaking environment with native speaking peers with no guidance or support.
Using language to construct meaning (Reading and Listening)					
Students at Level 0 have very limited or no understanding of English. They may construct meaning through illustrations, graphs, or maps.	Students at Level 1 begin to construct meaning by decoding and recognizing high-frequency words from simple texts relying heavily on pictures and illustrations. Students begin to understand basic academic and content-related vocabulary and functional expressions.	Students at Level 2 construct meaning from less complex and more literal text for which they have background knowledge and vocabulary. Students begin to use and understand general academic, content-related vocabulary and basic academic words and expressions.	Students at Level 3 construct meaning from most grade-level text with support but may occasionally have difficulty with complex or abstract concepts and expressions.	Students at Level 4 comprehend with considerable fluency and construct meaning and locate information from grade-level text. They read independently but may occasionally struggle with abstract concepts, vocabulary, or expressions.	Students at Level 5 construct meaning from grade-level text, drawing from both explicit and inferential text. They have command of technical and academic vocabulary as well as idiomatic expressions.
Using language to convey ideas (Writing and Speaking)					
Students at Level 0 have very limited or no understanding of English.They may be able to produce text that is copied from a model. They may draw pictures with single words to represent ideas or thoughts.	Students at Level 1 may produce minimal original text or speech with most text copied or adapted from a model. Ideas are expressed using high frequency, simple words, chunks of language, or simple phrases. Limited vocabulary and errors in writing and speaking hinder communication.	Students at Level 2 may produce original or adapted text that is generally comprehensible when simple sentence patterns and grammatical structures are used. They are developing the use of conventions, begin using some specific content words and expressions when appropriate, and vocabulary attempts to fulfill the writing purpose.	Students at Level 3 produce text and speech that are generally comprehensible with emerging cohesion of sentences and grammatical structures. There is general consistent use of basic conventions. Usage of specific and some technical content area words are attempted, and vocabulary generally fulfills the writing purpose.	Students at Level 4 produce text and speech that are related to the purpose that include a range of sentence patterns and grammatical structures. They consistently use conventions appropriately, technical and abstract content related words are appropriate, and vocabulary usage and grammatical errors do not interfere with meaning.	Students at Level 5 produce clear, well-structured texts of varying degrees of complexity, appropriate to purpose, situation, and audience. They have command of precise vocabulary, sentence patterns, and grammatical structures. Errors in writing are minimal and on par with grade level, native speaking peers.
Using language to engage in grade-level content					
Students at Level 0 have very limited or no understanding of English. They do not have the language skills to access grade level curriculum even with intensive accommodations and/or modifications.	Students at Level 1 do not have the language skills necessary to access grade level curriculum without intensive accommodations and/or modifications.	Students at Level 2 do not have the language skills necessary to access grade level curriculum without accommodations and/or modifications.	Students at Level 3 are able to access some grade level curriculum, but still must rely on accommodations and/or modifications in some areas.	Students at Level 4 have sufficient language skills necessary to access most grade level curriculum and content skills.	Students at Level 5 have command of language skills allowing them full access to grade level curriculum and content skills.

Supporting English Learners in the Content Area/Classroom

Guiding Principles for Instructing ELs

1. *Potential* - ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, it should be the expectation that they achieve all of the KS content standards to prepare them for post-secondary endeavors.

2. *Funds of Knowledge* - ELs' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELs since "the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text" (National Standards in Foreign Language Education Project, 2006, p. 37).

3. *Diversity in EL Progress in Acquiring English Language Proficiency* - A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development, for example, "a student at Level 1" or "a student whose listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these KS Standards for English Learners, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. "Research has shown that ELs can develop literacy in English even as their oral proficiency in English develops (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. *Scaffolding* - ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

5. *Students with Limited or Interrupted Formal Education* - ELs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011).

6. *Special Needs* - ELs with disabilities can benefit from English language development services (and are required to have language development goals as part of their Individualized Education Plans [IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.

7. *Access Supports and Accommodations* - Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the KS Standards for English Learners.

8. *Multimedia, Technology, and New Literacies* - New understandings around literacy (e.g., visual and digital literacies) have emerged around use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the KS Standards for English Learners, should be integrated into the design of curriculum, instruction, and assessment for ELs.

The *Kansas State Literacy Plan and Guide to Literacy Learning* outlines some important tasks for educators who work with ELs. These include:

- Identify whether the school atmosphere is accepting of multiple perspectives that are presented through cultural differences.
- Identify students' biographies.
- Identify the sources and kinds of supports students have at home.
- Identify the different languages spoken and how similar they are to English.
- Determine the proficiency of students in their native language and in English.
- Consider how students approach the reading process and literacy. Their idea of literacy may vary from the mainstream understanding.
- Identify if there are cultural/religious issues to be considered.
- Determine whether assessments measure ELs language understanding or content understanding.
- Determine the effectiveness of collaboration between EL teachers and homeroom teachers in making instructional and assessment decisions.

When instructional accommodations within core instruction take into account students' sociocultural, linguistic, cognitive, and academic backgrounds, the need for intervention may be greatly reduced. Pre-assessment, pre-teaching, scaffolding of instruction, and formative assessment enables teachers to best support ELs to attain lesson objectives and to develop the skills measured on summative assessments. Providing opportunities for student dialogue and interaction throughout instruction enables ELs to practice language and literacy skills, as well as sharing in the diverse perspectives and understandings among peers.

In the Kansas Standards for English Learners, decoding related standards have been included for post-primary grade levels that were deemed not applicable in the ELA Standards document because decoding/phonics is a skill set that pertains to early stages of literacy. However, many ELs who are in post-primary in age are actually in the early stages of English language literacy. Timothy Shanahan (2017) advises the following related to phonics instruction and ELs:

1. Teach phonemic awareness and phonics to ELs at the beginning stages of literacy.
2. If said students can already read in the home/dominant language, you should be able to reduce the amount of phonics that is needed to the extent that there is overlap between the two languages.
3. If students are phonemically aware in their home/dominant language that is phonetic-based and they understand the sound - symbol connection, you shouldn't have to do as much with phonics explicitly and can focus on decoding embedded in the larger realm of literacy (though there can be a benefit from focusing explicitly on those English sounds that may be unfamiliar).

Shanahan also reminds us that ELs often struggle in reading and may require some kind of intervention to give them targeted teaching. However, he says, that just because a reader is struggling doesn't automatically mean the problem is with decoding. That is especially true for ELs who are assigned to extra decoding work even when their decoding skills are adequate. For them the extra focus/intervention should be on developing English language (extra support on vocabulary, meaning, comprehension and use).

Vocabulary consists of the words we understand when we hear or read them (receptive vocabulary) and words we speak or write (expressive vocabulary). We build vocabulary by picking up words that we read or hear and through intentional word development by directly teaching vocabulary. Gathering meaning from written context is much more difficult than gaining meaning from oral language. Experiential learning is also a critical avenue in gaining vocabulary.

There are effective and ineffective methods for teaching vocabulary:

- Truly robust vocabulary instruction requires explaining and then reinforcing the meanings of words through multiple contexts and interactions with the words.
- Vocabulary instruction is maximized by focusing on learning processes and experiences that help students make connections between word meanings and ideas.
- Using visuals, having students explore phenomena, or immersing in experiential learning are robust processes that couple with students speaking with and writing with words to interact and practice them and connect the word to concepts.
- Tying the meaning of a word to how it is used, to situations where it is used and to related words creates real, physical connections and "word ownership" in the brain.
- Memorizing word definitions and word lists is not effective as there is no process or experience for students to make the connections that allow them to remember and "own" the word long term.

Drs. Isabel Beck and Margaret McKeown developed the concepts of “word tiers” in 1987. A word’s frequency of use, complexity, and meaning determines the tier in which it fits. There is more than one way to select words for tiers, and Tier 2 and Tier 3 are not all clear cut in their tier classification. Students with mature vocabularies and age-appropriate literacy skills understand and use words from all three tiers. The three tiers are:

Domain Specific Vocabulary - Tier 3 Words:
These are subject related, domain specific words that are plentiful in number but low-frequency use. These words are of a technical nature and are important when specific needs arise within a subject, such as having a conversation about the weather or writing a lab report in chemistry class or going to the bank to open an account. These words represent the concepts, processes, and understandings that make a subject or domain specific. There are about 400,000 words in the English language that fall into this category.

Academic Vocabulary - Tier 2 Words:
These are academic words that are general enough to be used across all domains but are not a part of students’ everyday social language. Tier 2 words are the words that characterize written text - but are not so common in everyday conversation. They are words needed to complete an activity or process academic tasks but they are *not* the words representing a lesson’s primary content objectives. Again, these words are academic but they are general enough to be used across all domains. They possess a higher utility than Tier 3 words. They are characteristic of a more sophisticated vocabulary or formal language. These words strongly influence speaking and reading. They are the words that increase our descriptive vocabulary and allow us to describe concepts or processes in a detailed manner. There are about 7,000 word families.

High Frequency Vocabulary - Tier 1 Words:
These are the basic words that appear commonly in everyday life and typically do not have multiple meanings.. Because they are used frequently in various contexts, these words are absorbed via continued natural exposure. For students who have rich experience with the English language, these words rarely need to be explicitly taught. However, for students who do not have a depth of command or exposure with English such as ELs, then direct instruction of Tier 1 words could be beneficial.

Though the various Tiers of Vocabulary are meant to support more formal registers of communication, remember that informal communication is also important to develop in the classroom. The relaxed discourse of informal communication or social language is critical for social bonding, cooperative learning, literature interpretation, and information processing. Students need to be taught the value and application of both registers.

Vocabulary instruction builds knowledge at the word and concept level. Word knowledge strategies also include using Cognates (words with common origin such as night/English and noche/Spanish), prefixes and suffixes.

Note: The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students. These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

The following charts contain general supports by proficiency category that classroom teachers should incorporate into lesson designs to meet the needs of English Learners. Depending on the lesson and the skills of the student, some of these supports may be more appropriate than others. At times, more than one support may need to be employed in a given lesson or part of a lesson. Also, it is important to recognize that older learners may need more support because of the increased grade-level skills expected while students are developing English skills. Research shows that it is particularly important for classroom teachers to provide structured opportunities for ELs to work/learn collaboratively with a partner and in groups.

Classroom Supports for Beginning and Emerging Students

These supports may be appropriate for English learners at all levels of English proficiency but are particularly useful for beginning and emerging students just beginning to develop English skills (see description above). Students at this level may need more supports than students at higher levels of proficiency. Generally, supports should be determined on an individual basis and should be removed when no longer needed by the student.

Beginning and emerging students will need support to build *VOCABULARY* knowledge and skills:

- Pre-teach vocabulary using non-linguistic representations.
- Provide a bilingual list of cognates.
- Have student identify cognates within the lesson.
- Provide bilingual dictionaries.
- Provide an anchor chart with processes
- Provide word lists/charts with definitions and illustrations.
- Provide a word bank or word wall with pictures.

Beginning and emerging students will need support to promote *DISCOURSE and ACADEMIC TALK*:

- Ask students questions to guide thinking and engage them in discourse (Ex. "What do you know?" "Can you show me?").
- Allow for sufficient wait time for student to respond in English.
- Provide sentence frames to help students communicate thinking.
- Provide multiple opportunities to practice academic language:
  - Call backs
  - Pairs/small groups
  - Exit tickets
  - Cooperative learning activities (Ex. Numbered heads together, inside-outside circle, etc.)
- Have student prepare and practice response in writing before sharing out.

Beginning and emerging students will need purposeful *SCAFFOLDS* to access grade-level content:

- Provide short video clips of demonstration.
- Provide formulas.
- Provide manipulatives and visuals.
- Provide sentence frames or sentence starters. Provide a list of steps and teacher modeling.
- Provide a graphic organizer.
- Use color coding to identify steps and/or words.
- Provide calculators/teach calculator skills.
- Provide skeleton/simplified notes.
- Use online resources to chunk/adjust teaching and build background knowledge.
- Provide extended time for guided practice.
- Support student use of a formula chart or interactive notebook.
- Provide examples with something familiar before moving on to the abstract.
- Provide bilingual support when available.
- Use realia.
- Pair student with a peer throughout entire activity (if possible with a student who has the same native language).

Beginning and emerging students may need the opportunity to *DEMONSTRATE UNDERSTANDING* in different ways:

- Demonstrate knowledge using multiple representations.
- Have student respond with non-verbal cues (thumbs up/thumbs down).
- In partner work, have student respond through paraphrasing or revoicing.
- Modify assessments or assignments (Ex. Reduce the number of tasks).
- Provide extra time to practice and complete assignments.

Classroom Supports for Developing Students

These supports may be appropriate for English learners at all levels of English proficiency but are particularly useful for students who are developing grade-level English language skills (see description above). Many of these supports are similar to supports for beginning and emerging students but over time may be able to be removed or adjusted as students increase their comprehension and production skills.

Developing students will need support to build *VOCABULARY* knowledge and skills:

- Provide a word list with important terms.
- Identify vocabulary that may have multiple meanings or synonyms.
- Provide an anchor chart with illustrations and definitions.
- Provide bilingual support.

Developing students will need support to promote *DISCOURSE and ACADEMIC TALK*:

- Provide multiple opportunities to practice math language:
  - Call backs
  - Pairs/small groups
  - Exit tickets
  - Cooperative learning activities (Ex. Numbered heads together, inside-outside circle, etc.)
- Provide sentence frames/sentence starters (for speaking and writing).
- Engage student in academic conversations to develop problem-solving skills.

Developing students will need purposeful *SCAFFOLDS* to access grade-level content:

- Pair student with a peer.
- Share additional teacher models with student.
- Develop concepts around familiar concepts.
- Provide examples and non-examples.
- Make connections to prior learning.
- Provide time for guided practice.
- Provide manipulatives.
- Guide student use of a formula chart or interactive notebook.
- Provide formulas, worked out programs, and real life examples for student to add to notebook.
- Provide examples with something familiar before moving on to the abstract.
- Provide bilingual supports when available.
- Provide calculators.
- Provide skeleton notes.
- Provide graphic organizer.
- Use online resources to chunk/adjust teaching and build background knowledge.
- Use color coding to identify steps and/or words.
- Use realia.

Developing students may need the opportunity to *DEMONSTRATE UNDERSTANDING* in different ways:

- Provide additional time to practice with scaffolds before turning in assignment.
- Encourage students to create visual models to represent what's happening in the problem.
- Modify assignments/data.

Classroom Supports for Approaching and Nearly Proficient Students

These supports may be appropriate for English learners at all levels of English proficiency but are particularly useful for students who are nearing grade-level English language skills (see description above). At this level of proficiency student may need fewer and different types of supports although they may benefit from some of the same supports as other English learners. These supports may also be appropriate for newly proficient students who will need support particularly around academic vocabulary and discourse. Generally, supports should be determined on an individual basis

Approaching and Nearly Proficient students will need support to build *VOCABULARY* knowledge and skills:

- Help students create vocabulary lists (with student illustrations)
- Provide word list with important terms.
- Provide bilingual dictionary/word list.
- Emphasize the use of key vocabulary in complex sentences to help student answer questions.

Approaching and Nearly Proficient students will need support to promote *DISCOURSE and ACADEMIC TALK*:

- Provide sentence frames/sentence starters (for speaking and writing).
- Engage student in academic conversations to develop problem-solving skills.
- Emphasize the use of key vocabulary in complex sentences to help student respond.
- Provide opportunities to talk about content using cooperative learning structures.

Approaching and Nearly Proficient students will need purposeful *SCAFFOLDS* to access grade-level content:

- Use color coding to identify steps and/or academic language.
- Provide manipulatives.
- Provide calculators.
- Provide graphic organizers.
- Partner with a peer.
- Build background knowledge.
- Make connections to prior learning.

Approaching and Nearly Proficient students may need the opportunity to *DEMONSTRATE UNDERSTANDING* in different ways:

- Provide more opportunities for student to create his/her own problems and explain reasoning.
- Encourage student to create visual models to represent what's happening in the problem.

KINDERGARTEN ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.K.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Pronounce and blend spoken words with support. Segment and identify syllables in a single word. Segment sounds in a CVC word.	Pronounce and blend spoken words with minimal support. Segment and identify number of syllables in a single word with minimal support. Begin blending and segmenting onsets and rimes of single-syllable spoken words with support. Begin recognizing and producing rhyming words with support.	Pronounce and blend syllables in spoken words. Segment and identify number of syllables in a single word. Blend and segment onsets and rimes of single-syllable spoken words with minimum support. Add or substitute individual phonemes in simple (CVC) words to create new words and/or rhyming words with minimal support.	a. Recognize and produce rhyming words (if culturally appropriate). b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds in simple, one-syllable words to make new words.
EL.RF.K.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Produce some of the primary or most frequent sounds for each consonant with support. Recognize some high-frequency words within simple text with support.	Demonstrate basic knowledge of one to one letter sound correspondences with support. Begin associating long and short sounds with common spellings for the five vowels with. Recognize many high-frequency words within simple text.	Produce the primary or most frequent sounds for each consonant with minimal support. Associate the long and short sounds with common spellings for the five major vowels with minimal support. Recognize common high-frequency words by sight within simple	Produce the primary or most frequent sounds for each consonant. Associate the long and short sounds with common spellings for the five major vowels. Recognize common high-frequency words by sight within simple text. Distinguish between similarly	Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common

				text with minimal support. Distinguish between similarly spelled words by identifying the sounds of letters that differ with support.	spelled words by identifying the sounds of letters that differ.	spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight. d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
EL.RF.K.4	**Read with sufficient accuracy and fluency to support comprehension.**	Read a wordless picture book with prompting and support.	Read decodable text with prompting and support relying on picture clues.	Read emergent-reader text with some support and picture clues.	Read emergent-reader texts with some purpose and understanding.	With prompting and support, read emergent-reader texts with purpose and understanding.
EL.R.K.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture or single word to ask or respond to questions about who or what is happening in the text, with prompting and support.	With prompting and support, answer simple (wh-) questions about key details in a text	With prompting and support, answer questions about a text.	With prompting and support, ask and answer questions about a text.	With prompting and support, students will ask and answer questions about key details in a text.
EL.R.K.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.**	Answer questions about a text by pointing or illustrating with prompting and support.	Identify and/or illustrate a picture when asking and/or responding to questions about unknown words and phrases in a text with prompting and support.	Ask and/or answer questions about unknown words in a text with minimal support.	Use context clues and text features when asking and responding to questions about unknown words and phrases in a text with prompting and support.	With prompting and support, ask and answer questions about unknown words in a text.
EL.R.K.10	**Apply their knowledge of language and how it works to a variety of contexts & situations.**	N/A	N/A	N/A	N/A	Begins in Grade 2.

EL.R.K.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or illustration depicting a particular word.	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex. noun duck-a bird, verb duck-lower head quickly) or draw an illustration and label one word of a pair of multiple-meaning words..	Use grade-level appropriate inflections and affixes to determine meanings of unknown words.	Identify and apply new meanings for familiar words and use grade-level appropriate inflections and affixes to determine meanings of unknown words.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately. b.Use the most frequently occurring inflections and affixes as a clue to the meaning of unknown words.
EL.R.K.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with prompting and support.	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support.	Sort common objects into categories with minimal prompting and support. Identify real-life connections between words and their uses with some prompting and support. Distinguish shades of meaning among verbs describing the same and different general action with prompting and support.	Explore word relationships and nuances in word meanings with guidance and support.	With guidance and support from adults, explore word relationships and nuances in word meanings. a.Sort common objects into categories to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites. c. Identify real-life connections between words and their use. d. Distinguish shades of meaning among verbs.
EL.R.K.13	**Interpret meaning from a variety of texts on their own.**	Sit and listen to a short, simple read-aloud with prompting and support.	Sit and listen to literary and informational read alouds with some prompting and support.	Actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	Actively engage in individual or group readings with some purpose and understanding.	Listen to high quality prose and poetry of appropriate complexity for Kindergarten. Actively engage in individual or group readings of informational text with purpose and understanding.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.K.4	**Create texts appropriate for specific purposes.**	N/A	N/A	N/A	N/A	Begins in Grade 3.
EL.W.K.10	**Accurately and effectively use standard English grammar and usage when writing.**	Scribble, draw pictures, and copy some letters.	Print some upper and lowercase letters. Copy high-frequency words. May insert high-frequency words (ex. I, a, can, the...) within a sentence frame during shared language activities.	Print some upper and lowercase letters. Identify common classroom nouns and verbs through visual aids. Manipulate word cards to create asking sentences beginning with who, what, when, where, why, and how.	Understand most conventions of standard English grammar and usage when writing. Print many letters. Use common nouns and verbs in writing. Understand and use question words. Use frequently occurring prepositions in written work. Produce complete sentences in shared language activities.	Demonstrate command of the conventions of standard English grammar and usage. a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words. d. Use the most frequently occurring prepositions in written work. e. Produce and expand complete sentences in shared language activities.
EL.W.K.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Scribble, draw pictures, and copy some letters with prompting and support.	Write some letters for sounds and label drawings phonetically with prompting and support.	Capitalize some first words in a sentence and the pronoun I. Recognize and name some end punctuation. Write a letter or letters for many consonant and short vowel sounds. Write simple words phonetically with prompting and support.	Capitalize most first words in a sentence and the pronoun I. Recognize and name end punctuation. Write letters for most consonant and short vowel sounds. Spell simple words phonetically, drawing on knowledge of letter-sound relationships with prompting and support.	Demonstrate command of English capitalization, punctuation, and spelling. a.Capitalize the first word in a sentence and the pronoun I b. Recognize and name end punctuation. c. Write a letter for most consonant and short vowel sounds. d. Spell simple words phonetically, using knowledge of letter-sound relationships.
EL.W.K.12	**Write routinely over time.**	N/A	N/A	N/A	N/A	Begins in Grade 3.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.K.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses with limited comprehension.	Follow rules for discussions and participate in most conversations through some exchanges.	Follow rules for discussions and participate in conversations through multiple exchanges.	Participate in collaborative conversations about Kindergarten topics and texts with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions. b.Continue a conversation through multiple exchanges.
EL.SL.K.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses with limited comprehension and ask basic who or what clarification questions with prompting and support.	Produce answers about key details showing basic comprehension of read-alouds or oral information. Ask for clarification when needed with prompting and support.	Produce answers about key details displaying comprehension of read-alouds and oral information. Ask for clarification when needed with prompting and support.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
EL.SL.K.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to obtain information or remain in silent period absorbing surroundings.	Produce one or two word questions and/or responses to obtain information or clarify something that is not understood with prompting and support.	Produce simple questions and/or responses to seek help, get information, and/or clarify something that is not understood with prompting and support.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood with minimal prompting and support.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EL.SL.K.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information and findings.**	Draw or point to pictures to describe familiar people, places, things, and/or events or remain in silent period absorbing surroundings.	Draw, point, and/or produce one or two word descriptions of familiar people, places, things, and/or events with prompting and support.	Present simple sentences to describe familiar people, places, things, and/or events with some prompting and support.	Describe familiar people, places, things, and/or events in complete sentences with minimal prompting and support.	Use details to describe familiar people, places, things, and/or events with prompting and support.

EL.SL.K.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" and "no", draw, and/or point to express thoughts, feelings, or ideas or remain in silent period absorbing surroundings.	Draw, point, and/or produce with appropriate volume a one or two word phrase to express thoughts, feelings, or ideas with prompting and support.	Present simple sentences to express thoughts, feelings, and/or ideas with appropriate volume, enunciation, and/or rate with some prompting and support.	Produce complete sentences with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly with minimal prompting and support.	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
EL.SL.K.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Nod for "yes" and "no", draw, and/or point to pictures repeating names of frequently used nouns and/or verbs or remain in silent period absorbing surroundings.	Produce one or two word response identifying pictures of frequently used nouns and/or verbs. Use and understand the questions words who and what with prompting and support.	Produce nouns and verbs in simple sentences along with their plural forms. Use and understand (wh-) question words with some prompting and support.	Understands the conventions of English grammar and usage when speaking. Use frequently occurring nouns and verbs in speech. Form regular plural nouns orally by adding /s/ or /es/. Understands and uses question words. Uses the most common prepositions in written work. Produces and expands complete sentences in shared language activities with minimal prompting and support.	Demonstrate command of the conventions of standards English grammar and usage when speaking. a. Use frequently occurring nouns and verbs in speech. b. Form regular plural nouns orally by adding /s/ or /es/. c. Understand and use question words (interrogatives). d. Use the most frequently occurring prepositions in written work. e. Produce and expand complete sentences in shared language activities.
EL.SL.K.8	**Use a variety of context-appropriate words in a range of situations and engage in effective strategies to determining word meanings and adding new words to a personal vocabulary bank.**	Nod for "yes" and "no", draw, and/or point to pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	Acquire basic words and add to personal vocabulary bank with prompting and support.	Utilize words and phrases acquired through a range of situations with some prompting and support.	Utilize words and phrases acquired through conversations, reading, and through being read to with minimal prompting and support.	Use words and phrases acquired through conversations, reading, and through being read to.

Kindergarten Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)					
above	circle*	elipse*	length*	number	sphere*
addition*	cone*	equal*	less	number names to twenty	square*
attribute*	corners	estimate*	less than	rectangle*	three dimensional*
behind	count	face*	longer	shape	triangle*
below	cube*	flat	match	shorter	weight*
beside	cylinder*	greater than	more	sides	
categorical data*	data*	in front of	next to	solid	
SCIENCE					
air	Earth	forecast	pattern	seasons	speed
animal	egg	insect	plant	seed	sunlight
cloud	environment	light	pull	senses	survive
color	float	living	push	sink	temperature
day	flower	night	rain	snow	water
direction	food	observe	recycle	soil	weather
	growth	parent	reuse	sort	wind
SOCIAL STUDIES					
American Buffalo	cooperate	Honeybee	needs	saver	teacher
American flag	Cottonwood	job	neighborhood	savings	technology
assembly	customs	Kansas	north pole	school	town/city
authority	decision	Kansas Day	obey	seasons	transportation
Barred Tiger Salamander	directions	leadership	Ornate Box Turtle	self	United States

basic needs	equator	Little Bluestem	parent	services	wants
career	friend	location	principal	south pole	weather
citizen	goods	lunch	property	spender	Western Meadowlark
classmate	happiness	man-made environment	recess	state	work
classroom	Harney Silt Loam	money	respect	state symbol	worker
community	holiday	Native Wild Sunflower	responsibility	student	
conflict	home	natural environment	rules	symbols	
ENGLISH LANGUAGE ARTS					
adjective	count	listening	plural noun	sight word	top
alphabet	describe	listening skill	poem	similar	topic
author	detail	long sound	print	sort	uppercase
back cover	different	lowercase	punctuation	sound	verb
blend	discussion	main idea	question	spaces	vowel
book	draw	name	question words	speaking	what
bottom	events	noun	reasons	spelling	when
capital letter	fairy tale	opinion	research	story	where
category	follow directions	page	retell	storybook	who
characters	front cover	peer	rhyme	syllable	why
clue	how	people	same	taking turns	words
complete sentence	illustrator	period	sentence	things	writing
consonant	in order	picture book	setting	title	
conversation	letter	places	short sound	title page	
Academic Vocabulary (Tier 2)					
after	audience	differ	finish	near	sort
again	because	does	just	only	start
agree with	before	even	list	perform	such
also	clue	every	many	place (v)	
any	copy	example	much	point	
appropriate	detail	explain	must	self	

1st GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.1.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	Determine if spoken single-syllable words contain short or long vowel sounds. Produce single-syllable words by orally blending all phonemes. Segment single-syllable words into individual phonemes with minimal support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.
EL.RF.1.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize consonant sounds by pointing to corresponding printed letters and saying the letter name with support. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name with support. Recognize high-frequency words	Decode regularly spelled one-syllable words and recognize long vowel sounds in CVCe words with support. Identify number of syllables in a single word by clapping for each vowel sound with support. Read words with inflectional endings and recognize high-frequency words within simple text with support.	Recognize common consonant digraphs by selecting corresponding printed ones with support. Decode by blending phonemes and distinguishing between short vowel sound (CVC) and long vowel sound (CVCe) patterns with minimal support. Identify number of syllables in a single word by clapping for each vowel sound with minimal support.	Pronounce words containing common consonant digraphs. Decode by blending phonemes and distinguishing between short vowel sound (CVC) and long vowel sound (CVCe) patterns. Identify number of syllables in a single word. Identify vowel patterns to divide words into syllables with minimal support. Read words with inflectional	a. Know the sound-spelling correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team patterns for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Use vowel patterns to

		within simple text relying heavily on pictures.		Identify vowel patterns to divide words into syllables with support. Read words with inflectional endings and recognize high-frequency words within simple text with support	endings and recognize high-frequency words within simple text.	decode two-syllable words by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate words.
EL.RF.1.4	**Read with sufficient accuracy and fluency to support comprehension.**	Read a wordless picture book using expression with prompting and support	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	Read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EL.R.1.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences.**	Point to a picture or single word to ask or respond to questions about who or what is happening in the text.	Locate or give a key detail from a simple text that asks or answers a who, what, when, where text-dependent question.	Identify key details in a text which prompt a question and/or answer who, what, when, where text-dependent questions.	Ask and answer various explicit text-dependent questions about key details.	Ask and answer questions about key details in a text.
EL.R.1.4	**Recognize the ways in which the author's word choice and use of language deliberately influences meaning, tone, or mood within the context of the text.**	Point to or illustrate a picture when asking or responding to questions about unknown words in a text.	Point to or illustrate a picture when asking or responding to questions about unknown words and phrases in a text.	Identify and/or illustrate a picture when asking and/or responding to questions about unknown words and phrases in a text.	Use context clues and text features when asking and responding to questions about unknown words and phrases in a text.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
EL.R.1.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Select a picture or illustration depicting the reason an author gives to support a point in a text.	Select a picture supporting the point an author makes in a text. Label picture with a single word or phrase.	Identify one reason an author gives to support a point in a text.	Identify two reasons an author gives to support a point in a text.	Identify the reasons an author gives to support points in a text.

EL.R.1.10	**Apply their knowledge of language and how it works.**	N/A	N/A	N/A	N/A	Begins in Grade 2.
EL.R.1.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex. noun duck-a bird, verb duck-lower head quickly) or draw an illustration and label one word of a pair of multiple-meaning words.	Illustrate and label a new meaning for a familiar word.	Identify grade-level appropriate root words, inflectional forms, and affixes to determine meanings of unknown words.	Utilize context clues to identify grade-level appropriate root words, inflectional forms, and affixes to determine meanings of unknown words.	a. Use sentence-level context as a clue to the meaning of a word. b. Use frequently-occurring affixes as a clue to the meaning of a word or phrase. c. Identify frequently-occurring root words and their inflectional forms
EL.R.1.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with prompting and support.	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support.	Sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with some prompting and support. Distinguish shades of meaning among verbs describing the same and different general action with prompting and support.	Explore word relationships and nuances in word meanings with minimal prompting and support.	a. Sort words into categories to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes. c. Identify real-life connections between words and their uses. d. Distinguish shades of meaning among verbs differing in manner by defining, choosing them or by acting out the meaning.
EL.R.1.13	**Interpret meaning from a variety of texts on their own.**	Sit and listen to a short, simple read-aloud with prompting and support.	Sit and listen to literary and informational read-alouds with some prompting and support.	Actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	With prompting and support, read and comprehend high quality informational text at the lower range of the grade 1-level band of quantitative and qualitative complexity.	With prompting and support, read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 1.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.1.4	**Create texts appropriate for specific purposes.**	N/A	N/A	N/A	N/A	Begins in Grade 3.
EL.W.1.10	**Accurately and effectively use standard English grammar and usage when writing.**	Draw pictures or copy some upper and lowercase letters.	Print or copy some upper and lowercase letters. Copy some high-frequency words. Insert high-frequency words (ex. I, a, can, the...) within a sentence frame during shared language activities. Recognize question words. Write a simple sentence.	Print many upper and lowercase letters. Identify school related nouns and verbs when writing labels. Use question words in writing simple sentences. Use the most frequently occurring prepositions in sentence frames.	Understand most conventions of standard English grammar when writing. Print many upper and lowercase letters. Use frequently occurring nouns and verbs when writing. Use question words and most frequently occurring prepositions in written work. Produce and expand complete sentences in shared language activities.	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Print many upper and lowercase letters. b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words. d. Use the most frequently occurring prepositions in written work. e. Produce and expand complete sentences in shared language activities.
EL.W.1.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Draw pictures or copy some upper and lower case letters.	Write some letters for sounds and label drawings phonetically with prompting and support.	Capitalize some first words in a sentence and the pronoun I. Recognize and name some end punctuation. Write a letter or letters for many consonant and short vowel sounds. Write simple words phonetically with prompting and support.	Capitalize most first words in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short vowel sounds. Spells simple words phonetically, drawing on knowledge of letter-sound relationships with prompting and support.	Demonstrate command of standard English spelling, capitalization, and punctuation when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write letters for consonant and short vowel sounds. d. Spell simple words phonetically, drawing on letter-sound relationships.
EL.W.1.12	**Write routinely over varied time frames.**	N/A	N/A	N/A	N/A	Begins in Grade 3.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.1.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses with limited comprehension.	Follow rules for discussions and participate in most conversations through some exchanges.	Follow rules for discussions and participate in conversations through multiple exchanges.	Participate in collaborative conversations about Grade 1 topics and texts with peers and adults in small and large groups. a. Follow agreed-upon rules for discussions. b. Continue a conversation through multiple exchanges.
EL.SL.1.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draws, and points with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses with limited comprehension and ask basic who or what clarification questions with prompting and support.	Produce answers about key details showing basic comprehension of read-alouds or oral information. Ask for clarification when needed with prompting and support.	Produce answers about key details displaying comprehension of read-alouds and oral information. Ask for clarification when needed with prompting and support.	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
EL.SL.1.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to obtain information or remain in silent period absorbing surroundings.	Produce one or two word questions and/or responses to obtain information or clarify something that is not understood with prompting and support.	Produce simple questions and/or responses to seek help, get information, and/or clarify something that is not understood with prompting and support.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood with minimal prompting and support.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
EL.SL.1.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information and supporting evidence suitable to a specific purpose and audience.**	Draw or point to pictures to describe familiar people, places, things, and/or events or remain in silent period absorbing surroundings.	Draw, point, and/or produce one or two word descriptions of familiar people, places, things, and/or events with prompting and support.	Present simple sentences to describe familiar people, places, things, and/or events with some prompting and support.	Describe familiar people, places, things, and/or events in complete sentences with minimal prompting and support.	Use details to describe familiar people, places, things, and/or events with prompting and support.

EL.SL.1.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" and "no", draw, and/or point to express thoughts, feelings, or ideas or remain in silent period absorbing surroundings.	Draw, point, and/or produce with appropriate volume a one or two word phrase to express thoughts, feelings, or ideas with prompting and support.	Present simple sentences to express thoughts, feelings, and/or ideas with appropriate volume, enunciation, and/or rate with some prompting and support.	Produce complete sentences with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas clearly with minimal prompting and support.	Speak with appropriate volume, enunciation, and rate in order to express thoughts, feelings, and ideas clearly.
EL.SL.1.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Nod for "yes" and "no", draw, and/or point to pictures repeating names of frequently used nouns and/or verbs or remain in silent period absorbing surroundings.	Produce a one or two word response identifying pictures of frequently used nouns and/or verbs. Use and understand the question words who and what with prompting and support.	Produce nouns and verbs in simple sentences along with their plural forms. Use and understand (wh-) question words with some prompting and support.	Understand the conventions of standards English grammar and usage when speaking. Use frequently occurring nouns and verbs in speech. Form regular plural nouns orally by adding /s/ or /es/. Understand and use question words. Use the most frequently occurring prepositions in written work. Produce and expand complete sentences in shared language activities with minimal prompting and support.	Demonstrate command of the conventions of standards English grammar and usage when speaking. a. Use frequently occurring nouns and verbs in speech. b. Form regular plural nouns orally by adding /s/ or /es/. c. Understand and use question words (interrogatives). d. Use the most frequently occurring prepositions in written work. e. Produce and expand complete sentences in shared language activities.
EL.SL.1.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Nod for "yes" and "no", draw, and/or point to pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	Acquire basic words and add to personal vocabulary bank with prompting and support.	Utilize words and phrases acquired through a range of situations with some prompting and support.	Utilize words and phrases acquired through a range of situations with some prompting and support.	Use words and phrases acquired through conversations, reading, and through being read to.

First Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)					
add to	count on	height*	pattern *	take apart	two dimensional*
addition equation*	digit*	hour	pictograph*	take from	whole number*
chart*	fourth of	minute	put together	tens	width*
compare	growth pattern*	numbers to one hundred	related equations*	time*	
count back	half of	ones	subtraction*	trapezoid*	
SCIENCE					
air	fruits	magnifier	push	sky	thermometer
attract	grasp	measure	rise	solid	traits
camouflage	gravity	mirror	roots	sound	vibrate
dark	grow	moon	safety	star	water
day	hear	night	seasons	stems	waves
daylight	illuminate	ocean	see	sun	
flowers	leaves	offspring	set	sunrise	
food	light	parent	shadow	sunset	
freezing	liquid	pull	shelter	survive	
SOCIAL STUDIES					
Africa	citizen	globe	loyalty	privileges	sunflowers
American Indians	citizenship	goods	map	rules	symbols
Antarctica	city/urban	grass lodge	mapmaker	rural/country	Thanksgiving

Arctic Ocean	Columbus Day	holiday	Martin Luther King, Jr. Day	saving	timeline
Asia	continent	home	member	school	tipi
Atlantic Ocean	corn	human feature	Memorial Day	seasons	trade
atlas	decision making	Independence Day	Mexico	seller	truth
Australia	dugouts	Indian Ocean	money	services	U.S. flag
bald eagle	earning	job	needs	shelter	Veterans Day
bank	earth lodge	justice	Pacific Ocean	shopping	wants
barter	encyclopedia	Kansas	past/present/future	sod house	weather
benefits	Europe	Kansas flag	patriotic symbols	South America	wheat
business	exchange	Kansas motto	physical environment	soybeans	worker
buyer	fairness	leader	physical feature	spending	
Canada	family	leadership	Pledge of Allegiance	Star Spangled Banner	
cardinal directions	frame house	livestock	president	steward	
choices	freedom	log cabin	Presidents' Day	store	
ENGLISH LANGUAGE ARTS					
alphabetize	details	first word	middle sound	proper noun	story
beginning	different	future	might	punctuation	syllables
beginning sound	discuss	illustrate	never	question	table of contents
blend	discussion	keep	next	question mark	title page
book	end	language	noun	reason	topic
capitalization	ending punctuation	left	opinion	reread	uppercase
category	ending sound	lesson	partner	research	verb
central message	event	letters	past	retell	vocabulary
chapter	event order	likely	peer	root word	vowel team
character	exclamation mark	listening	period	sentence	words
comma	explore	locate	plural	sequence	writing
common noun	facts	long vowel	poem	setting	
compare	far	lowercase	possessive noun	short vowel	
complete sentence	few (n)	main	predict	similar	
contrast	finally	major event	present	singular	

conversation	finish	maybe	print	sort	
date	first	middle	pronoun	spelling	
Academic Vocabulary (Tier 2)					
always	consequence	observe	predict	sure	usually
argue	describe	often	reason	those	while
begin	discover	opinion	review	thought	experience
better	discuss	order	seem	type of	
between	during	organize	should	until	
both	effect	participate	since	unusual	
chart	next	pass	still	usual	
High Frequency Words (Tier 1)					
a	did	how	not	some	water
about	do	I	now	than	way
all	down	if	number	that	we
an	each	in	of	the	were
and	find	into	oil	their	what
are	first	is	on	them	when
as	for	it	one	then	which
at	from	like	or	there	who
be	get	long	other	these	will
been	go	look	out	they	with
but	had	made	part	this	words
by	has	make	people	time	would
called	have	many	said	to	write
can	he	may	see	two	you
come	her	more	she	up	your
could	him	my	sit	use	
day	his	no	so	was	

2nd GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.2.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	Determine if spoken single-syllable words contain short or long vowel sounds. Produce single-syllable words by orally blending all phonemes. Segment single-syllable words into individual phonemes with minimal support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.
EL.RF.2.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name. Recognize high-frequency words within simple text relying heavily on pictures.	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound. Select correct inflectional endings for roots (-ed, -ing, -s) with support.	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and suffixes for roots with minimal support. Identify common spelling-sound correspondences (ai, ay, eigh, ea) with support. Read unfamiliar two-syllable words accurately in context and out of context with support.	Employ grade-level phonics and word analysis skills in decoding words within grade-level literal and abstract text with little to no support. Change word meaning by applying appropriate grade-level affixes to roots with little to no support. Read unfamiliar two-syllable words accurately in context and out of context without support.	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with common spelling-sound

						correspondences. f. Recognize and read grade-appropriate words.
EL.RF.2.4	**Read with sufficient accuracy and fluency to support comprehension.**	Read a wordless picture book using expression with prompting and support.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	Read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EL.R.2.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture or single word to ask or respond to a who or what text-dependent question.	Locate or give a detail from a simple text that asks or answers a who, what, when, where text-dependent question.	Identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.	Ask and answer various explicit text-dependent questions by citing specific textual evidence.	Ask and answer such questions as who, what, when, where, why, and how to demonstrate understanding of key details in a text.
EL.R.2.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.**	Illustrate word meanings.	Illustrate word meanings and rhythmic phrases for understanding of text.	Identify and/or illustrate meaning of domain specific words and phrases and/or simple rhythmic phrases for understanding of text.	Use context clues and text features to determine meanings of domain specific vocabulary and rhythmic phrases for understanding of text.	Describe how words and phrases supply rhythm and meaning in a story, poem, or song. Determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area.

EL.R.2.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Select a picture or illustration depicting the reason an author gives to support a point in a text.	Select a picture supporting the point an author makes in a text. Label picture with a single word or phrase.	Identify two or more reasons an author gives to support a point in a text.	Identify two reasons each that an author gives to support multiple points in a text.	Identify the reasons an author gives to support points in a text.
EL.R.2.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	Use formal and informal greetings appropriately in various situations with prompting and support.	Identify key words in text depicting emotions with some prompting and support.	Role play various fairy tales/stories after listening to and viewing pictures with minimum prompting and support.	Recognize when to use formal and informal language.	Use knowledge of language and its conventions to compare formal and informal uses of English.
EL.R.2.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex.verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	Point to a picture or illustration depicting a particular word of a pair of homophones (ex.stake and steak) or draw an illustration and label one word of a pair of homophones. Illustrate a compound word (ex. butter + fly = butterfly) with three pictures to show meanings of each part and the whole word.	Utilize picture or context clues to determine definitions of multiple-meaning words, homophones, and compound words. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	Recognize and define multiple-meaning words/phrases, homophones, compound words, and grade-level roots and affixes by using context clues and reference materials (digital/print) for pronunciation and definition clarification.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from a variety of strategies. a. Use sentence-level context as a clue to the meaning of a word/phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use knowledge of the meaning of individual words to predict the meaning of compound words. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

EL.R.2.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with prompting and support.	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support.	Sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with some prompting and support. Distinguish shades of meaning among verbs with same and different general actions and adjectives indicating a range of descriptions with prompting and support.	Explore word relationships and nuances in word meanings with minimal prompting and support.	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use. b. Distinguish shades of meaning among closely-related verbs and closely-related adjectives.
EL.R.2.13	**Interpret meaning from a variety of texts on their own.**	Sit and listen to a short, simple read-aloud with prompting and support.	Sit and listen to literary and informational read-alouds with some prompting and support.	Actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	Read and comprehend high quality literary text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 2.	Read and comprehend high quality literary text of appropriate quantitative and qualitative complexity for Grade 2.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.2.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	N/A	N/A	N/A	N/A	Begins in Grade 3.
EL.W.2.10	**Accurately and effectively use standard English grammar and usage when writing.**	Draw pictures or copy some upper and lower case letters. Copy some high-frequency words. Insert high-frequency words (ex. I, a, can, the...) within a sentence frame during shared language activities. Recognize (wh-) question words. Produce simple sentences.	Print all upper and lower case letters. Utilize high-frequency, commonly used prepositions, and (wh-) question words in simple sentences. Identify school related nouns and verbs when writing labels.	Recognize singular, plural (s, es, irregular), and collective nouns along with frequently occuring pronouns. Form and use simple verb tenses and some frequently occurring irregular verbs. Identify adjectives and adverbs. Produce simple and compound sentences.	Understand conventions of standard English grammar and usage when writing. Use nouns, frequently occurring irregular plural nouns, and reflexive pronouns. Form and use past tense of frequently-occurring irregular verbs. Use adjectives and adverbs appropriately. Produce, expand, and rearrange complete simple and compound sentences.	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use collective nouns when writing. b. Form and use frequently-occurring irregular plural nouns c. Use reflexive pronouns. d. Form and use past tense of frequently- occurring irregular verbs. e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences.
EL.W.2.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Recognize and write all upper and lower case letters and spell simple words utilizing letter-sound relationships. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation.	Use conventional spelling for high-frequency words and generalize spelling patterns when writing words. Refer to reference materials as needed to check and correct spellings.	Capitalize proper nouns (holidays, product names, geographic names). Apply commas (ex. series, opening /closing in letters, dates) and apostrophes (contractions, possessives) appropriately. Generalize learned	Understand basic conventions of standard English capitalization, punctuation, and spelling when writing. Capitalize appropriate words. Use commas and apostrophes appropriately to form contractions and possessives. Generalize	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters.

				spelling patterns when writing words. Refer to reference materials as needed to check and correct spellings.	learned spelling patterns when writing words. Consult reference materials, as needed to check and correct spellings.	c. Use an apostrophe to form contractions and frequently-occurring possessives. d. Generalize learned spelling patterns when writing words. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
EL.W.2.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	N/A	N/A	N/A	N/A	Begins in Grade 3.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.2.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses with limited comprehension. Ask basic who or what clarification questions with prompting and support.	Follow rules for discussions and participate in most conversations through some exchanges. Ask for clarification when needed with prompting and support.	Follow rules for discussions and participate in conversations through multiple exchanges. Ask for clarification when needed.	Participate in collaborative conversations about Grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions. b. Build on other's talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
EL.SL.2.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Recount and/or produce one or two word responses with limited comprehension.	Recount and/or produce answers about key details showing basic comprehension of read-alouds or oral information.	Recount and/or produce answers about key details displaying rudimentary comprehension of read-alouds and oral information.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
EL.SL.2.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to obtain information or remain in silent period absorbing surroundings.	Produce one or two word questions and/or responses to obtain information or clarify something that is not understood with prompting and support.	Produce simple questions and/or responses to seek help, get information, and/or clarify something that is not understood with prompting and support.	Ask and answer low level questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about what a speaker says in order to clarify, gather additional information, or deepen understanding of a topic or issue.

EL.SL.2.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including findings, and supporting evidence suitable to a specific purpose and audience.**	Draw or point to pictures to describe familiar people, places, things, and/or events or remain in silent period absorbing surroundings.	Draw, point, and/or produce one or two word descriptions of familiar people, places, things, and/or events with prompting and support.	Present simple sentences to describe familiar people, places, things, and/or events with some prompting and support.	Describe familiar people, places, things, and/or events using complete sentences.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking with appropriate volume, enunciation, and rate in coherent sentences.
EL.SL.2.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" and "no", draw, and/or point to express thoughts, feelings, or ideas or remain in silent period absorbing surroundings.	Draw, point, and/or produce with appropriate volume a one or two word phrase to express thoughts, feelings, or ideas with prompting and support.	Present simple sentences to express thoughts, feelings, and/or ideas with appropriate volume, enunciation, and/or rate with some prompting and support.	Produce complete sentences with appropriate volume, enunciation, and rate to express thoughts, feelings, and ideas.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification while demonstrating correct English.
EL.SL.2.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Nod for "yes" and "no", draw, and/or point to pictures repeating names of frequently used nouns and/or verbs or remain in silent period absorbing surroundings.	Produce a one or two word response identifying pictures of frequently used nouns and/or verbs. Use and understand the question words who and what with prompting and support.	Produce collective and plural nouns (adding /s/ and /es/ and past tense of frequently-occurring verbs. Use and understand (wh-) question words with some prompting and support.	Understands the conventions of standards English grammar and usage when speaking. Use frequently occurring nouns and verbs in speech.Form regular plural nouns by adding /s/ or /es/. Understand and use question words. Uses the most frequently occurring prepositions in written work. Produce complete sentences in shared language activities.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use collective nouns when speaking. b. Form and use frequently-occurring irregular plural nouns. c. Use reflexive pronouns. d. Form and use past tense of frequently-occurring irregular verbs. e. Use context-appropriate adverbs and adjectives. f. Produce complete simple and compound sentences.

EL.SL.2.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Nod for "yes" and "no", draw, and/or point to pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	Acquire basic words and add to personal vocabulary bank with prompting and support.	Use words, including adjectives,and phrases acquired through a range of situations with some prompting and support.	Utilize words, including adjectives and adverbs, and phrases acquired through a range of situations.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Second Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)					
$	create an equivalent	even number*	measuring tape		ruler
angle*	data display*	expanded forms*	meter	odd number*	skip count
array*	decompose a number	foot/feet	meter stick	partition	thirds
attribute	difference*	halves	nickel	penny	yard stick
bar graph*	dime	hexagon*	number forms*	pentagon*	
cent symbol	dollar bill	hundred	number model*	place value*	
centimeter	equal groups	inch	number sentence*	quadrilateral*	
compose a number	equation*	measure	numbers to one thousand	quarter	
SCIENCE					
absorbency	erosion	lakes	pattern	properties	strength
behavior	flexibility	larva	physical properties	rivers	sunlight
characteristics	freeze	life cycle	planets	rocks	temperature
color	fuel	liquid	plants	scientist	texture
cooling	gas	living	pollination	seeds	volcano
design	graph	maps	ponds	shadow	water
dissolve	grow	matter	predator	similarities/differences	wind
distance	habitat	melt	predict	sketch	
diversity of life	hardness	model	prehistoric	solid	
drawing	heating	natural resources	prey	solution	
earthquake	hibernation	oceans	problem	space	

SOCIAL STUDIES					
airplane	consequences	history	luxuries	Plymouth Rock	Sutter's Mill
Alamo	consumer	hometown	map	present	symbols
Appalachian Mountains	cost	honesty	Mesa Verde	privilege	telephone
automobile	courage	immigration	Mississippi River	producer	The Star Spangled Banner
bank	credit card	income	Missouri River	recreation	title
barter	cultural features	inland sea	money	respect	tolerance
basic landform	daily life	integrity	motivation	responsibilities	Topeka
benefit	debate	Internet	mountains	rivers	trade
biography	Declaration of Independence	inventions	Mt. Rushmore	Rocky Mountains	transportation
cardinal directions	demand	inventors	needs	rules	United States Capitol
cartographers	earning	Kansas City	occupation	saving	US Constitution
cash	geography	Kansas State Capitol	past	seasons	wants
choices	Gold of Mexico	Kitty Hawk	patriotism	services	weather
cities	goods	landmark	pioneers	spending	Wichita
citizenship	Great Lakes region	laws	plains	Statue of Liberty	
communication	gulf	location	Plains Indians	supply	
ENGLISH LANGUAGE ARTS					
adjective	compound word	folk tale	key details	question	synonyms
antonyms	comprehension	glossary	main character	quotation mark	thesaurus
apostrophe	conclusion	guide words	main topic	reasons	topic
author	contraction	homonym	nonfiction	root word	verb
base word	contrast	homophone	paragraph	sequencing	visualization
bold print	dictionary	icon	predict	subheadings	
captions	electronic menu	index	prefix	suffix	
cause/effect	fiction	infer	pronoun	summarize	
compare	fluent	informational text	purpose	support	

Academic Vocabulary (Tier 2)					
above	clear	free	object (n)	reduce	state (v)
ago	compare	important	plan	relate to	though
apply	complete	impossible	portion	relationship	trait
area	conclusion	in common	possible	restate	unique
argument	decide	interest	prepare	results	useful
arrange	deep	interesting	probably	reverse	wonder
behind	direct	introduce	prove	several	
benefit	enough	item	purpose	solution	
category	ever	less	rank	solve	
characteristics	explanation	missing	rare	soon	
check	few (adj)	model	ready	special	
High Frequency Words (Tier 1)					
after	came	just	much	right	three
again	change	kind	must	same	through
air	different	know	name	say	too
also	does	land	need	sentence	try
America	end	large	new	set	turn
animal	even	learn	off	should	us
another	follow	letter	old	show	very
answer	form	line	only	small	want
any	found	little	our	sound	well
around	give	live	over	spell	went
ask	good	man	page	still	where
away	great	me	picture	study	why
back	hand	means	place	such	work
because	help	men	play	take	world
before	here	most	point	tell	years
big	home	mother	put	things	
boy	house	move	read	think	

3rd GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.3.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.3.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound.	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences (ai,	Employ grade-level phonics and word analysis skills in decoding words within grade-level literal and abstract text with little to no support. Change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no	Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words. d. Read grade-appropriate irregularly spelled words.

		letters and saying the letter name. Recognize high-frequency words within simple text relying heavily on pictures.	Select correct inflectional endings for roots (-ed, -ing, -s) with support.	ay, eigh, ea) with support. Read unfamiliar multisyllabic words accurately in context and out of context with support.	support. Read unfamiliar multisyllabic words accurately in context and out of context without support.	
EL.RF.3.4	**Read with sufficient accuracy and fluency to support comprehension.**	Read a wordless picture book using expression with prompting and support.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	Read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with minimal prompting and support.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EL.R.3.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture or single word to ask or respond to a who or what text-dependent question.	Locate or give a detail from a simple text that asks or answers a who, what, when, where text-dependent question.	Identify details in a text which prompt a clarifying question and/or answer explicit who, what, when, where, why, how text-dependent questions.	Ask and answer various explicit text-dependent questions by citing specific textual evidence.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

EL.R.3.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.**	Illustrate word meanings.	Illustrate word meanings and simple literal and nonliteral phrases.	Identify and/or illustrate meaning of domain specific words and phrases and/or simple literal and nonliteral phrases.	Use context clues and text features to determine meanings of domain specific vocabulary and literal and nonliteral phrases.	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.Determine the meaning of general academic and domain -specific words and phrases in a text relevant to a Grade 3 topic or subject area.
EL.R.3.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Arrange or draw pictures to show a comparison or sequence.	Match words, phrases, or simple sentences to pictures depicting comparison, cause/effect, and/or sequence.	Identify text structure signal words within sentences for comparison, cause/effect, description, and/or sequence. Describe connection between signal words and sentences.	Describe logical connections between sentences and paragraphs in comparison, cause/effect, description, problem/solution, and sequence text.	Describe the logical connection between particular sentences and paragraphs in a text .
EL.R.3.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	Use formal and informal greetings appropriately in various situations (ex. friends, teachers, playground, classroom) with prompting and support.	Point to and label pictures of specific facial expressions found in a variety of contexts and situations. Identify key words in text depicting emotions with some prompting and support.	Record spoken conversations and observe differences between oral and written English in various contexts and situations with minimal prompting and support.	Recognize differences in spoken and written dialogue taking into account various contexts and situations (ex. formal/informal, person, geographic locations).	Use knowledge of language and its conventions when reading to recognize and observe differences between the conventions of spoken and written standard English.
EL.R.3.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies**	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex.verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an	Point to a picture or illustration depicting a particular word of a pair of homophones (ex.stake and steak) or draw an illustration and label one word of a pair of homophones.	Utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and	Recognize and define multiple-meaning words/phrases, homophones, and grade-level roots and affixes by using context clues and reference materials (digital/print)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context

	for determining meanings of unfamiliar words.	illustration and label one word of a pair of multiple-meaning words.		definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	for pronunciation and definition clarification.	as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word. c. Use a known root word as a clue to the meaning of an unknown word with the same root. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
EL.R.3.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with prompting and support.	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support. Identify the difference between figurative and literal with prompting and support.	Identify real-life connections between words and their uses with some prompting and support. Identify figurative and literal word and phrase meanings through pictures with some prompting and support. Distinguish shades of meaning among words describing a state of mind and degree of certainty with prompting and support.	Explore word relationships and nuances in word meanings with minimal prompting and support.	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and figurative meanings of words and phrases in context. b. Identify real-life connections between words and their uses. c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
EL.R.3.13	**Interpret meaning from a variety of texts on their own.**	Sit and listen to a short, simple read-aloud with prompting and support.	Sit and listen to literary and informational read-alouds with some prompting and support.	Actively engage in individual or group readings with some purpose and understanding with minimal prompting and support.	Read and comprehend quality informational text, dramas, prose and poetry at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 3.	Read and comprehend high quality informational text, dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 3.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.3.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Produce text that consists of simple words, copied or adapted from a model with guidance and support.	Produce simple sentence patterns that are appropriate to task and purpose with guidance and support.	Produce writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with some guidance and support.	Produce writing that includes organization with a developing range of sentence patterns, conventions, and vocabulary that is appropriate to task and purpose with minimal guidance and support.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
EL.W.3.10	**Accurately and effectively use standard English grammar and usage when writing.**	Identify or copy common nouns and verbs when writing. Produce simple sentences.	Use nouns, verbs, and adjectives-when writing and understand how each functions to create meaning. Form and use simple verb tenses.	Choose words and phrases for effect. Experiment with various parts of speech when writing and understand how each functions to create meaning. Form regular plural nouns and regular verbs. Form and use simple verb tenses. Use subject-verb and pronoun-antecedent agreement when writing. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.	Demonstrate knowledge of language and conventions of standard English grammar and usage when writing. Choose words and phrases for effect. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. Form and use the simple verb tenses. Understand subject-verb and pronoun-antecedent agreement when writing. Form and use comparative and superlative adjectives	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when writing. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses. e. Ensure subject- verb and pronoun -antecedent agreement when writing. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

					and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences.	g. Use coordinating and subordinating conjunctions. h. Produce simple, compound, and complex sentences.
EL.W.3.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Recognize and write all upper and lower case letters and spell simple words phonetically utilizing letter-sound relationships. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation.	Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Use conventional spelling for high-frequency words. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.	Capitalize appropriate words in titles. Use commas in addresses and dialogue along with quotation marks appropriately. Generalize learned spelling patterns when writing words. Consult reference materials as needed to check and correct spellings.	Understand the conventions of English capitalization, spelling, and punctuation when writing. Capitalize appropriate words in titles. Use commas and quotation marks in dialogue. Form and use possessives. Use conventional spelling for high- frequency and other studied words and for adding suffixes to base words. Use spelling patterns when writing words. Consult reference materials, as needed to check and correct spellings.	Demonstrate command of the conventions of English capitalization, punctuation, and spelling when writing. a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words. f. Use spelling patterns and generalizations. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
EL.W.3.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Produce pictures, label pictures, or create a simple sentence.	Write simple sentences utilizing pictures for a task or purpose.	Write for a shorter time frame through a range of disciplines (ex. journal, quick writes) for a task, purpose, or audience.	Write routinely over extended time frames allowing time for research and shorter time frames exhibiting an understanding of writing for tasks, purposes, and audience	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.3.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses or a simple sentence with limited comprehension. Follow rules for discussions.	Participate in dialogue and express ideas, especially with the help of sentence stems, word banks, etc. Follow rules for discussions.	Engage in conversations in a one-on-one setting, in a group or teacher-lead in a prepared manner. Build on the ideas of others. Follow the rules of discussion. Ask questions for clarification. Make comments that contribute to the conversation.	Engage effectively in a range of collaborative discussions with diverse Grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed- upon rules for discussions. c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their ideas and understanding in light of the discussion.
EL.SL.3.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draw, and point with minimal comprehension to respond to information presented or remain in silent period absorbing surroundings.	Speak simple sentences when relaying information with limited comprehension.	Produce basic comprehension of information presented in diverse media and formats.	Determine the main ideas and supporting details of a text read aloud, from media and graphical information.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

EL.SL.3.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	Speak one/two words or simple sentences when identifying a supporting reason.	Produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	Identify most of the reasons and evidence a speaker provides.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
EL.SL.3.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.**	Draw or point to pictures to describe familiar people, places, things, and/or events or remain in silent period absorbing surroundings.	Produce one/two words or phrases to give a presentation or to give with a partner in a presentation.	Produce complete sentences with some organization, details, and reasoning present.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using some facts and details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
EL.SL.3.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" and "no" to differentiate between formal and informal English or remain in silent period absorbing surroundings.	Speak formally or informally in single words, short phrases, or simple sentences related to the situation.	Speak formally or informally in more complex sentences related to the situation.	Differentiate with some inconsistency between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

EL.SL.3.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Nod for "yes" and "no", draw, and/or point to pictures or remain in silent period absorbing surroundings.	Produce one/two word, short phrase, or simple sentence to convey thoughts and ideas.	Choose words and phrases that generally convey ideas . Use relative pronouns. Form and use the progressive verb tenses. Use modal auxiliaries (e.g., can, must) to convey various conditions. Use a variety of adjectives within sentences. Produce complete sentences, recognizing and attempting to correcting inappropriate fragments and run-ons. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Use grammar when speaking to add interest. Stretch to use nouns, pronouns, verbs, adjectives, and adverbs that are more accurate. Use nouns and verbs for various functions appropriately. Produce simple and compound sentences.	Demonstrate knowledge of language and command of the conventions of standard English grammar and usage when speaking. a. Choose words and phrases for effect. b. Experiment with nouns, pronouns, verbs, adjectives, and adverbs when writing, making note of how each functions to create meaning. c. Form and use regular and irregular plural nouns, abstract nouns, and regular and irregular verbs. d. Form and use the simple verb tenses. e. Ensure subject-verb and pronoun -antecedent agreement when speaking. f. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. g. Use coordinating & subordinating conjunctions. h. Produce simple, compound, and complex sentences.
EL.SL.3.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings.**	Nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within surroundings.	Acquire and produce academic and domain-specific words regarding actions and emotions.	Acquire and use grade-appropriate academic and domain-specific words and phrases, precise actions, emotions, or states of being basic to a particular topic.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

Third Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)					
a.m.	fraction larger than one*	liquid volume*	operational symbols*	rectilinear polygon*	solution equation*
area*	fraction*	liter	p.m.	relational symbols*	unit fraction*
associative property*	gram	mass *	parallel lines*	rhombus*	unit square
decagon*	inequality*	multiple*	parallelogram*	right angle*	volume
denominator*	interval (linear)*	multiplication*	perimeter*	rounding*	zero property*
division*	kilogram	nonagon*	polygon*	scale*	
equivalent*	kite*	numerator*	product	septagon*	
estimate	line plot*	octagon*	quotient	situation equation*	
SCIENCE					
amphibians	dispersal	flood	invertebrate	physical change	sound
balance	ecosystem	food chain	investigate	pollination	structures
birth	electricity	force	lightning	renewable resources	tornado
climate	endangered	germinate	magnet	reproduction	traits
conservation	environment	gravity	mammals	reptiles	vertebrate
contract	expand	growth	metamorphosis	rock	vibrations
death	experiment	habitat	migrate	season	weather
diet	extinct	inherit	mixture	solution	
SOCIAL STUDIES					

agriculture	conflict	geography	jury duty	physical map	rural
borders	consumer	global	justice	police	scale
capital resources	culture	government	landmark	political	scarcity
cardinal directions	customs	governor	latitude	political map	season
cartographers	distribution	hemisphere	laws	population	settlement
citizens	duty	historic site	legend	president	settler
civic	economy	holiday	longitude	Prime Meridian	society
civic duty	ecosystem	home town	manufacturing	producer	suburban
climate	election	human resources	map key/legend	product	timeline
common good	entrepreneur	immigrant	mayor	resources	urban
community	Equator	immigration	metropolitan	responsibilities	volunteer
community service	ethnic group	industry	military	rights	wants and needs
compass rose	geographic features	interaction	natural resources	rules	weather
ENGLISH LANGUAGE ARTS					
abbreviation	complex sentences	fact	linking words	prefix	spelling
abstract nouns	compound sentences	figurative	literal	present	stanza
adjective	concluding statement	folktale	main idea	pronouns	story elements
adverb	conjunction	future	mood	publish	subject
base word	context clues	glossary	moral	punctuation	subordinating conjunctions
biography	coordinating conjunctions	historical fiction	myths	quotation marks	suffix
capitalization	declarative	hyperlinks	narrator	reasons	supporting details
central message	definitions	illustration	nouns	recall	temporal words
chapter	details	imperative	opinion	research	text features
chapter headings	dialogue	index	past	revise	theme
character traits	dictionary	inferences	persuasion	run-on sentence	topic
check for understanding	discussion	informative text	plot	scene	verb tense
chronological order	encyclopedia	interrogative	plural nouns	sequence	verbs
collaborate	exclamatory	irregular verbs	point of view	sidebars	
comma	fables	key words	possessive	simple sentences	

Academic Vocabulary (Tier 2)					
although	conclude	effect	information	prior	response
analyze	constant	event	investigate	process	review
anticipate	contrast	evidence	justify	question	sequence
cause	critical	exclude/include	label	reason	significant
characterize	defend	former	maximum	recall	specific/specifically
claim	define	frequently	minimum	regularly	strategy
class/classify	determine	general, in general	occur	request	structure
collect	disagree	however	organize	require/required	summarize
comparison	discuss	identify	place	research	support
completely	draw conclusion	include	point out	respond	various
High Frequency Words (Tier 1)					
above	country	girl	life	real	talk
add	cut	got	light	river	those
almost	don't	group	list	run	thought
along	earth	grow	might	saw	together
always	eat	hard	mile	school	took
began	enough	head	miss	sea	tree
begin	every	high	mountains	second	under
being	example	idea	near	seem	until
below	eyes	important	never	side	walk
between	face	Indian	next	something	watch
book	family	it's	night	sometimes	while
both	far	keep	often	song	white
car	father	last	once	soon	without
carry	feet	late	open	start	young
children	few	leave	own	state	
city	food	left	paper	stop	
close	four	let	plant	story	

4th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.4.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.4.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name. Recognize	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound. Select correct inflectional endings for	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences (ai, ay, eigh, ea) with support.	Employ grade-level phonics and word analysis skills in decoding words within grade-level literal and abstract text with little to no support. Change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no support. Read unfamiliar multisyllabic words	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words accurately in context and out of context.

		high-frequency words within simple text relying heavily on pictures.	roots (-ed, -ing, -s).	Read unfamiliar multisyllabic words accurately in context and out of context with support.	accurately in context and out of context without support.	
EL.RF.4.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self correction.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EL.R.4.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture or single word in response to a who or what text-dependent question.	Locate or give a detail from a simple text that answers a who, what, when, where text-dependent question.	Identify details in a text that answer explicit who, what, when, where, why, how text-dependent questions.	Identify details in a text that answer various explicit and implicit text-dependent questions.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
EL.R.4.4	**Recognize the ways in which the author's word choice and use of figurative language**	Illustrate word meanings.	Illustrate word meanings and simple phrases describing main characters in mythology.	Identify and/or illustrate meaning of domain specific words and phrases and/or simple	Use context clues and text features to determine meanings of domain specific	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to

	deliberately influences meaning, tone, or mood within the context of the text.			phrases describing main characters in mythology.	vocabulary and phrases including describing main characters in mythology.	a Grade 4 topic or subject area. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
EL.R.4.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Point to a picture or illustration depicting the point (claim) of a paragraph.	Match picture depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	Identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	Identify the particular point (claim) and two or more supporting pieces of evidence from the text. Explain why the evidence supports the particular point (claim).	Explain how an author uses reasons and evidence to support particular points in a text.
EL.R.4.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	Use formal and informal greetings appropriately in various situations (ex. friends, teachers, playground, classroom) with prompting and support.	Point to and label pictures of specific facial expressions found in a variety of contexts and situations. Identify key words in text depicting emotions with some prompting and support.	Determine differences in dialogue produced by a wide range of characters in various contexts and situations with minimal prompting and support.	Summarize informational text suitable for a variety of audiences from informal to formal discourses.	Use knowledge of language and its conventions when reading to differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
EL.R.4.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex.verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	Point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	Utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	Recognize and define multiple-meaning words/phrases, homophones, and grade-level roots and affixes by using context clues and reference materials (digital/print) for pronunciation and definition clarification.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin

						affixes found in Grade 4 informational texts as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
EL.R.4.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support. Identify the difference between figurative and literal with prompting and support.	Sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with some prompting and support. Identify figurative and literal word and phrase meanings through pictures with some prompting and support. Identify synonyms and antonyms with some prompting and support.	Recognize and explain meaning of simple similes/metaphors and idioms in context with prompting and support. Identify synonyms and antonyms with minimal prompting and support.	Recognize and explain meaning of similes/metaphors. Identify synonyms and antonyms. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs in context. c. Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.
EL.R.4.13	**Interpret meaning from a variety of texts on their own.**	Sit and listen to a short, simple read-aloud with prompting and support.	Sit and listen to literary and informational read-alouds with some prompting and support.	Actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	Read and comprehend literary and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 4.	Read and comprehend high quality and engaging informational text, drama, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 4.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.4.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Produce text that consists of simple words, copied or adapted from a model that is appropriate to task and purpose with guidance and support.	Produce simple sentence patterns that are appropriate to task and purpose with guidance and support.	Produce writing that supports grammatical structures and basic conventions that are appropriate to task and purpose with some guidance and support.	Produce reasonably clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
EL.W.4.10	**Accurately and effectively use standard English grammar and usage when writing.**	Identify or copy common nouns and verbs when writing. Produce simple sentences.	Use nouns, verbs, and adjectives, when writing and understand how each functions to create meaning. Produce complete sentences. Understand punctuation.	Choose words and phrases to convey ideas. Understand pronouns, adverbs, and verb tenses. Use modal auxiliaries (e.g., can, must), order adjectives within sentences, and use prepositional phrases. Produce complete sentences and correctly use frequently confused words (e.g., to, too, two) and choose accurate basic punctuation.	Choose words and phrases to convey ideas precisely. Form and use relative pronouns and relative adverbs. Form and use the progressive verb tenses. Use modal auxiliaries (e.g., can, must) to convey various conditions. Order adjectives within sentences according to conventional patterns. Use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., to, too, two) and employ punctuation correctly.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Choose words and phrases to convey ideas precisely. b. Form and use relative pronouns and relative adverbs. c. Form and use the progressive verb tenses. d. Use modal auxiliaries to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words. i. Choose punctuation for effect.

EL.W.4.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Recognize and write all upper and lower case letters and spell simple words phonetically utilizing letter- sound relationships. Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Use "invented spelling".	Capitalize the first word in a sentence and the pronoun I, along with words in titles. Recognize and name end punctuation. Spell high-frequency words.	Capitalize the first word in a sentence and the pronoun I, along with proper nouns and words in titles. Use commas in addresses, series of items, and dialogue along with quotation marks appropriately. Spell grade appropriate words with generalized spelling patterns, consulting references as needed.	Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text. Use a comma before a coordinating conjunction in a compound sentence. Spell grade-appropriate words correctly, consulting references as needed.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
EL.W.4.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Produce pictures, label pictures, or create a simple sentence with support.	Write simple sentences utilizing pictures for a task or purpose with support.	Write routinely over extended time frames and for a shorter time through a range of disciplines (ex. journal, quick writes) for a task, purpose, or audience with some support.	Write reasonably polished pieces over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.4.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and point with minimal comprehension or remain in silent period absorbing surroundings.	Produce one or two word responses or a simple sentence with limited comprehension. Follow rules for discussions.	Participate in dialogue and express ideas, especially with the help of sentence stems, word banks, etc. Follow rules for discussions.	Engage in conversations in a one-on-one setting or in a group in a prepared manner. Build on the ideas of others. Follow the rules of discussion. Ask questions for clarification. Make comments that contribute to the conversation. Summarize key points in the conversation.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

EL.SL.4.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draw, and point with minimal comprehension to respond to information presented or remain in silent period absorbing surroundings.	Speak simple sentences when relaying information with limited comprehension.	Produce basic comprehension of information presented in diverse media and formats.	Summarize information presented in diverse media and formats accurately.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EL.SL.4.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	Speak one/two words or simple sentences when identifying a supporting reason.	Produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	Identify most of the reasons and evidence a speaker provides.	Identify the reasons and evidence a speaker provides to support particular points.
EL.SL.4.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.**	Draw or point to pictures to describe familiar people, places, things, and/or events or remain in silent period absorbing surroundings.	Produce one/two words or phrases to give a presentation or to give with a partner in a presentation.	Produce complete sentences with some organization, details, and reasoning present.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using some facts and details to support main ideas or themes; speak clearly at an understandable pace.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
EL.SL.4.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" and "no" to differentiate between formal and informal English or remain in silent period absorbing surroundings.	Speak formally or informally in single words, short phrases, or simple sentences related to the situation.	Speak formally or informally in more complex sentences related to the situation.	Differentiate with some inconsistency between contexts that call for formal English (e.g., presenting ideas) and situations where informal	Differentiate between contexts that call for formal English and situations where informal discourse is appropriate (e.g., small group discussion); use

					discourse is appropriate (e.g., small group discussion); use formal English when appropriate to task and situation.	formal English when appropriate to task and situation.
EL.SL.4.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Nod for "yes" and "no", draw, and/or point to pictures or remain in silent period absorbing surroundings.	Produce one/two word, short phrase, or simple sentence to convey thoughts and ideas.	Choose words and phrases that generally convey ideas . Use relative pronouns. Form and use the progressive verb tenses. Use modal auxiliaries (e.g., can, must) to convey various conditions. Use a variety of adjectives within sentences. Produce complete sentences, recognizing and attempting to correcting inappropriate fragments and run-ons. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Demonstrate the basic use of standard English grammar and usage when speaking. Choose words and phrases to convey ideas accurately. Use relative pronouns. Form and use the progressive verb tenses. Use modal auxiliaries to convey various conditions. Order adjectives within sentences according to conventional patterns. Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose words and phrases to convey ideas precisely. b. Use relative pronouns. c. Form and use the progressive verb tenses. d. Use modal auxiliaries to convey various conditions. e. Order adjectives within sentences according to conventional patterns. f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words. i. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

EL.SL.4.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Nod for "yes" and "no", draw, and/or point to domain-specific pictures repeating names of frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within surroundings.	Acquire and produce academic and domain-specific words regarding actions and emotions.	Acquire and use grade-appropriate academic and domain-specific words and phrases, regarding precise actions, emotions, or states of being basic to a particular topic.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

Fourth Grade Candidate Vocabulary Words for Instruction

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These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)					
acute angle*	distance	kilometer	obtuse angle*	prime number*	second
acute triangle*	equilateral triangle*	line segment*	obtuse triangle*	ray*	straight angle*
area model	equilateral*	line*	ounce/oz.	reflex angle*	symbol for unknown*
comparison*	fraction model	milliliter	perpendicular lines*	remainder*	symmetry*
composite number*	interval (time)*	mixed number*	point*	right triangle*	
decimal fraction*	isosceles triangle*	multiplicative*	pound/lb.	scalene triangle*	
SCIENCE					
adaptation	electric current	growth	natural resource	sediment	vegetation
amplitude	electrical circuit	heat	ocean floor	senses	volcanoes
balance scale	electricity	ice	organism	SI prefixes (micro, milli, centi, kilo)	water
behavior	electromagnetic radiation	inherited traits	position	SI units (grams, meters, liters, degrees Celsius)	wave
classification	energy	insulator	producer	sound	wavelength
conductor	engineering problem	interact	rate of erosion	speed	weathering
consumer	erosion	landscape	reflect	stationary object	wind
continental boundaries	evidence	light	reproduce	survival	
decomposer	force	maps	reproduction	topographic map	
deposition	fossils	mineral	resistance	transfer	
direction	friction	motion	rock formations	transmit	
earthquakes	fuel	mountains	rock layers	tsunami	

SOCIAL STUDIES					
absolute location	climate	exports	land run	Oregon-California Trail	Southeast
African-American	Clyde Cessna	Francisco Coronado	Langston Hughes	Plains	specialization
Alf Landon	commerce	French	Laotian	point of view	state capital
almanac	common good	George Washington Carver	latitude	Pony Express	state legislature
Amelia Earhart	consumer	German	legislative branch	prairie	Stephen H. Long
bay	Croatian	German-Russian	Lewis and Clark	president	supply
Black Bear Bosin	culture	global trade	longitude	primary source	Swedish
branches of government	customs	Gordon Parks	market economy	producer	Topeka
Cambodian	Czechoslovakia	governor	mayor	region	trade
canyon	delta	human resources	mesa	relative location	transportation
capital	demand	immigrant	metropolitan	representative	tributary
capital resources	Dwight Eisenhower	imports	Mexican	Robert Dole	urban
capitol	economic specialization	intermediate directions	Midwest	rural	Vietnamese
Carry A. Nation	ecosystems	investor	migration	Santa Fe Trail	Walter Chrysler
Charles Curtis	election	judicial branch	natural resources	scarcity	West
choices	English	jury duty	Northeast	secondary source	William Allen White
citizen	entrepreneur	Kansa	Northwest	senator	Wyatt Earp
city council	executive branch	Kansas	opportunity cost	Serbian	Zebulon Pike
ENGLISH LANGUAGE ARTS					
adage	comma	event sequence	mythology	progressive verb tenses	root word
adjectives	compare/contrast	evidence	myths	proofread	run-on sentence
almanac	comparison	fact	narrative	prose	sentence fragment
analyze	compound sentence	figurative	opinion	proverb	simile
animation	concluding statement	first-person	outline	publish	simple predicate
antonym	coordinating conjunction	fragment	paraphrase	punctuation	simple subject
appendix	descriptive details	genre	persuasive	quotation mark	sources
audience	diagram	hyperbole	poem	reasons	suffix
author's purpose	dialogue	idiom	point of view	recount	summarize
capitalization	discussion	informative text	possessive nouns	relative adverbs	synonym

categorize	double negatives	internet	preface	relative pronoun	theme
cause/effect	drama	legend	prefix	relevant	third-person
character's motive	drawing conclusions	literal	prepositional phrases	research	timeline
chronological	editing	metaphor	prewrite	revising	verse
collaborative	evaluate	meter	problem/solution	rhythm	
Academic Vocabulary (Tier 2)					
abstract	consistent/consistently	examine	minimize	previous/previously	state (v)
academic	contradict	form/formation/format	modify	produce	suppose
alter	current	highlight	monitor	propose	typical/typically
assess	currently	influence/influential	notice	react/reaction	utilize
assume	develop	inform	oppose/opposition	recent(ly)	vary
assumption	display	information	optional	refer	version
brief	dispute	involve	original/originally	report	
clarify	distinguish between	judge/judgment	perhaps	represent	
concrete	effectively	likely	possibility	series	
confirm	essential	logical	possibly	significance	
consider	exaggerate	maximize	presume	standard	
High Frequency Words (Tier 1)					
across	door	heard	music	room	top
against	draw	himself	north	seen	toward
area	during	hold	notice	several	town
become	early	horse	numeral	ship	true
best	easy	hours	order	short	unit
better	ever	however	passes	since	upon
birds	fall	hundred	pattern	slowly	usually
black	farm	I'll	piece	south	voice
body	fast	king	plan	space	vowel
certain	field	knew	problem	stand	war
cold	figure	listen	products	step	waves
color	fire	low	pulled	sun	whole

complete	fish	map	questions	sure	wind
covered	five	mark	reached	table	wood
cried	friends	measure	red	today	
didn't	ground	money	remember	told	
dog	happened	morning	rock	travel	

5th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.5.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes..	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.5.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name. Recognize	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound. Select correct inflectional endings for	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences (ai, ay, eigh, ea) with support. Read unfamiliar	Employ grade-level phonics and word analysis skills in decoding words within the lower range of the grade-level band for literal and abstract text. Change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no support. Read unfamiliar multisyllabic words	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.

		high-frequency words within simple text relying heavily on pictures.	roots (-ed, -ing, -s).	multisyllabic words accurately in context and out of context with support.	accurately in context and out of context without support.	
EL.RF.5.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self correction.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
EL.R.5.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture or single word in response to a who or what text-dependent question.	Locate and/or give a detail or a logical conclusion from a simple text that answers a who, what, when, where, why text-dependent question.	Identify details and/or logical conclusions in a text that answer explicit who, what, when, where, why, and how text-dependent questions.	Provide textual evidence that answers various explicit and implicit text-dependent questions.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EL.R.5.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.**	Illustrate word meanings.	Illustrate word meanings and simple phrases.	Identify and/or illustrate meaning of domain specific words and phrases and/or simple figurative language phrases: (metaphors, similes, idioms, hyperbole...).	Use context clues and text features to determine meanings of domain specific vocabulary and figurative language phrases: (metaphors, similes, idioms, hyperbole...).	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
EL.R.5.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Point to a picture or illustration depicting the point (claim) of a paragraph.	Match picture depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	Identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	Distinguish between relevant and irrelevant evidence to support the particular point (claim) in a text and explain why or why not.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
EL.R.5.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	Use formal and informal greetings appropriately in various situations (ex. friends, teachers, playground, classroom) with prompting and support.	Point to and label pictures of specific facial expressions found in a variety of contexts and situations. Identify key words in text depicting emotions with some prompting and support.	Determine differences in dialect produced by a wide range of characters in various contexts and situations with minimal prompting and support.	Compare/contrast words used in dialect with words used in formal English from stories, dramas, poems.	Use knowledge of language and its conventions when reading to compare and contrast the varieties of English (e.g., dialects, registers) used in informational text, stories, dramas, or poems
EL.R.5.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex.verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	Point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	Utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts and their meanings.	Recognize and define multiple-meaning words/phrases, homophones, and grade-level roots and affixes by using context clues and reference materials (digital/print) for pronunciation and definition clarification.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-

						appropriate Greek and Latin affixes and roots as clues to the meaning of a word. c. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
EL.R.5.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support. Identify the difference between figurative and literal with prompting and support.	Sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with some prompting and support. Identify figurative and literal word and phrase meanings through pictures with some prompting and support. Identify synonyms and antonyms with some prompting and support.	Recognize and explain meaning of simple similes/metaphors and idioms in context with prompting and support. Identify synonyms and antonyms with minimal prompting and support.	Recognize and explain meaning of similes/metaphors and idioms, adages, and proverbs in context with minimal prompting and support. Identify synonyms and antonyms.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words to better understand each of the words.
EL.R.5.13	**Interpret meaning from a variety of texts on their own.**	Sit and listen to a short, simple read-aloud with prompting and support.	Sit and listen to literary and informational read-alouds with some prompting and support.	Actively engage in individual or group readings with comprehension of on-level literary and informational text with some prompting and support.	Actively engage in individual or group readings with comprehension of literary and informational texts at the lower range of the grade-level band for Grade 5.	Read and comprehend high quality informational text, dramas, prose and poetry of appropriate quantitative and qualitative complexity for Grade 5.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.5.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	With guidance and support from adults students can produce text that consists of simple words, adapted from a model that is appropriate to task and purpose.	Produce simple sentences in clear and coherent writing with organization appropriate to task with guidance and support.	Produce more complex sentences in clear and coherent writing with organization appropriate to task and audience with some guidance and support.	Produce clear and coherent writing in which the development and organization are often appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
EL.W.5.10	**Accurately and effectively use standard English grammar and usage when writing.**	Add words or pictures for meaning when writing/composing communication.	Use some basic conventions and functions of English. Produce some basic sentences for meaning and attempt style.	Use knowledge of the conventions of standard English grammar and usage when writing. Produce sentences for meaning, reader/listener interest, and style. Utilize conjunctions, prepositions, and interjections in general. Form perfect verb tenses to convey time, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense.	Use knowledge of the conventions of standard English grammar and usage when writing. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Explain the function of conjunctions. Use prepositions to improve the function of sentences. Form and use perfect verb tenses. Use verb tense to convey various times, sequences, states, and conditions. Recognize and correct inappropriate shifts in verb tense. Identify correlative conjunctions.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect verb tenses. d. Use verb tense to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions.

EL.W.5.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Recognize the first word of a sentence begins with a capital letter, as well as the word "I". Identify that the end of a sentence has punctuation.Use invented spelling.	Place capital letters at the beginning of sentences, in the usage of the word "I".. Use end of sentence punctuation marks, with some errors. Attempt comma use. Spell some grade-appropriate words correctly, consulting reference materials as needed.	Use standard English capitalization with sentences and titles. Use end punctuation. Use commas to to separate words in a series.May use a comma to separate an introductory element from the rest of the sentence. Often will use a comma appropriately to set off words in a sentence. Use with some errors underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting reference materials as needed.	Utilize the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation to separate items in a series. Use a comma to separate an introductory element from the rest of the sentence. Use a comma to set off the words in a sentence. Use underlining, quotation marks, or italics to indicate titles of works. Spell grade-appropriate words correctly, consulting reference materials as needed.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Sam?) d. Use underlining, quotation marks, or italics to indicate titles of works. e. Spell grade-appropriate words correctly, consulting reference materials as needed.
EL.W.5.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Copy and/or write words and/or phrases for a purpose over shorter time frames.	Write words within sentence frames relying on pictures and background knowledge for a specific task or purpose over short time frames.	Write over and extended time frame and writes more often for a range of discipline specific tasks.	Write over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.5.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and points to identify information or remain in silent period absorbing surroundings.	Produce one or two word responses or simple sentences with limited comprehension. Follows rules for discussion.	Participate in dialogue and express ideas in conversations related to 5th grade topics, especially with the help of sentence stems, word banks, etc., responding and asking questions. Follow rules for discussion. Summarize key ideas from the discussion.	Engage in conversations in multiple settings (one-on-one, in groups, and teacher-led) on grade 5 topics and texts, building on others' ideas and expressing their own. Follow agreed-upon rules for discussions and carry out assigned roles.. Pose questions and make comments that contribute to the discussion. Summarize key points in the conversation..	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

EL.SL.5.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draw, and point with minimal comprehension to respond to information presented or remain in silent period absorbing surroundings.	Produce simple sentences when relaying information with limited comprehension.	Produce basic comprehension of information presented in diverse media and formats. Can ask questions about what is being presented. Will offer simple explanations regarding purpose and audience.	Summarize information in written text and information presented in other formats. Understand that format and style of presentation of information differs based on purpose and audience.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
EL.SL.5.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	Speak one/two words or simple sentences when identifying a supporting reason.	Produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular point made by the speaker.	Summarize most points a speaker makes. Identify most of the reasons and evidence supporting the speaker's claims.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
EL.SL.5.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.**	Draw or point to pictures to sequence ideas logically and/or present facts and details to support main ideas with support or remain in silent period absorbing surroundings..	Produce one/two words or phrases to present information about a familiar topic, text, and/or opinion by sequencing ideas logically. Provide facts and details to support main ideas with support.	Produce complete sentences with some organization, details, and reasoning present at an understandable pace with some support.	Report on a topic or text or present an opinion, sequencing ideas logically and uses details to support main ideas; speak clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
EL.SL.5.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" or "no", to differentiate between formal and informal English or remain in silent period absorbing surroundings with support.	Speak formal or informal English in single words, short phrases, or simple sentences related to the situation (daily greetings, classroom, or playground) with support. Begin to use	Speak formal or informal English in more complex sentences related to the task and situation (presentations, small-groups, lunchroom) with some support.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

			and understand questions.			
EL.SL.5.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Nod for "yes" or "no", draw, and/or point to pictures or remain in silent period absorbing surroundings.	Produce one/two words, short phrases, or simple sentences to convey thoughts and ideas with support.	Choose words and phrases that generally convey ideas. Use simple and compound sentences of reader/listener interest. Form perfect verb tenses (e.g., I had walked, I have walked). Select correct past, present, and future tense verbs to convey time.	Demonstrate command of the conventions of standard English grammar and usage when speaking. Minor errors may be present. a. Expand, combine, and reduce sentences for meaning, read/ listener interest, and style. b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) c. Use verb tense to convey various times, sequences, states, and conditions. d.Recognize and correct inappropriate shifts in verb tense.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Expand, combine, and reduce sentences for meaning, read/listener interest, and style. b. Form and use the perfect verb tenses (e.g., I had walked, I have walked) c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions.
EL.SL.5.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding words to a personal vocabulary bank.**	iNod for "yes" or "no", draw, and/or point to pictures of common items found within a school and/or home environment, repeat names of these frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within a school, home, and/or other familiar surroundings.	clues to determine meanings of words. Begin to use new words routinely at the 5th grade level. Acquire and produce academic and domain-specific words regarding those that signal contrast. Use context clues and/or print/electronic resources to determine meanings.	Acquire and produce academic and domain-specific words regarding those that signal contrast, addition, and other relationships. Use context clues and/or print/electronic resources to determine meanings.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Fifth Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)					
10 times as much	deposit	improper fractions	parentheses	quadrant*	thousandths
axis*	distributive property	least common denominator	percent	range	thousandths place
balanced	edge*	least common multiple	plane	ray	unit cubed
base	expanded form	mean	plot*	right rectangular prism*	unit form
base (of solid figure)*	exponent*	metric prefixes	power of 10	scaling*	Venn diagram
composite	expression*	mixed numbers	prime	solid figures*	volume*
coordinate grid plane*	greatest common factor	ordered pair*	prism*	straight angle	withdraw
coordinates*	hundredths place	origin*	proper fraction	tenths place	
SCIENCE					
acids	community	ecosystem	interdependent	particles	Solar System
air	condensation	energy (kinetic/potential)	investigation	phase change	solid
atmosphere	conductivity	energy transfer	liquid	pollution	solubility
axis	conserve	environmental changes (human and nature)	magnetic force	population	species
bases	cooling	evaporation	mass	precipitation	sun
biome	crater	gas	matter	property	transfer of energy
biosphere	decompose	geosphere	mixing	reactions	Universe
body repair	decomposer	graduated cylinder	model	reflectivity	water
body warmth	density	growth	moon/lunar (phases)	revolution	weather

chemical change	dichotomous keys	hardness	motion	rotation	
chemical properties	dissolve	heating	observe	Scientific Method	
climate	earth's layers (crust, mantle, core)	hydrosphere	orbit	serial order	
color	eclipse	interaction	organism	solar energy	
SOCIAL STUDIES					
Abigail Adams	Common Sense	French and Indian War	London	Phillis Wheatley	Spain
alliance	conflict	George Washington	Loyalists	Pilgrims	Spanish mission
Alvar Nunez Cabeza de Vaca	conquest	Great Awakening	Mayflower Compact	Pontiac	Spanish North America
Anasazi/Pueblo	conquistadors	Great Britain	Middle colonies	pre-Columbian societies	St. Augustine
Anne Hutchinson	Constitutional Convention	Great Compromise	Middle Passage	Proclamation of 1763	Stamp Act
Anti-Federalists	Continental Army	Great Plains	migration	Puritans	suffrage
archaeology	cultural groups	Henry Hudson	Minutemen	Quakers	Sugar Act
aristocracy	culture	Hernando de Soto	Mississippi River	Redcoats	taxation without representation
Articles of Confederation	Declaration of Independence	horses	Mississippi River Valley	religious freedom	technology
Atlantic Ocean	early farmers	hunter-gatherer	Mississippian/Mound Builder	revolution	thirteen original colonies
beliefs	Elizabeth Freeman	Imperialism	monarchy	Rocky Mountains	Three-Fifths Compromise
Ben Franklin	England	indentured servitude	natural rights	Roger Williams	Townshend Acts
Benedict Arnold	English Bill of Rights	independence	Netherlands	salutary neglect	trade
Bill of Rights	Enlightenment	Intolerable Acts	New England colonies	Samuel Adams	Triangular Trade Route
Boston	equality	Iroquois League	New York	Saratoga	Treaty of Paris
Boston Massacre	European	James Forten	North America	Second Continental Congress	wealth
Boston Tea Party	exploitation	Jamestown	Northwest coast	self-government	West Africa
Bunker Hill	exploration	Juan Ponce de Leon	Northwest Passage	separation of powers	William Penn
Canada	federalism	judge	Northwest Territory	Shays' Rebellion	Woodland
charters	First Continental Congress	Kentucky	origin stories	shelter	Yorktown
Chinook	Founding Fathers	King George III	Paris	Sioux	
Christianity	France	Leif Eriksson	Patrick Henry	Sir Walter Raleigh	

Christopher Columbus	Francis Marion	Lexington and Concord	Patriots	slave trade	
civilizations	Francisco Coronado	liberty	Peter Stuyvesant	Southeast	
Columbian Exchange	freedom	limited government	Philadelphia	Southern colonies	
ENGLISH LANGUAGE ARTS					
adage	coordinating conjunctions	graphic novel	narrative text	quotation marks	stress
affix	correlative conjunctions	heading	narrator	quotations	suffix
antonyms	definition	idiom	onomatopoeia	quote	summarize
capitalization	descriptive detail	illustration	opinion	reasons	superlative adjectives
caption	direct address	inference	pacing	reference source	superlative adverbs
cause/effect	discussion	informative text	paraphrase	relevant	supporting ideas
chapter	drama	interjections	parts of speech	research	synonyms
character development	draw conclusions	introductory element	perfect verb tense	resolution	tag question
chronology	editing	introductory paragraph	poem	revising	text structure
comma	elaborate	italics	poetic styles	rewriting	tone
comparative adjective	event sequence	key details	point of view	rhythm	transitional words
comparative adverb	evidence	literal	precise language	root word	underlining
comparison	examples	literary text	prefix	scene	visual displays
concluding paragraph	explicit	logical	preposition	sensory details	word origins
concluding statement	figurative language	metaphor	presentation	simile	writer's purpose
concrete details	folktale	minor character	problem/solution	stanza	
conflict	free verse	multimedia	proverb	stereotypical	
conjunction	generalization	myth	punctuation	story	
Academic Vocabulary (Tier 2)					
accurate	complex	drawback	fundamental	persuade	significantly
additionally	condition	eliminate	including	primary	source
address (v)	contradiction	emphasize	infer/inference	primarily	suggest
advantage	contrary	encounter	interact	procedure	transition
analyze	coordinate	establish	interaction	product	ultimate(ly)
arguable	correspond	evaluate	issue	properties	valid
assert	crucial	eventually	limited	quality	variation
available	data	excessive	negate	reflect	volume

citation	debate	excessively	note (v)	restrict	
cite	disadvantage	expand	object to (v)	restricted	
complement	discriminate	focus	overall	result	
High Frequency Words (Tier 1)					
able	circle	filled	inside	power	street
ago	class	finally	island	produce	strong
am	clear	fine	known	quickly	surface
among	common	fly	language	ran	system
ball	contain	force	less	rest	ten
base	correct	front	machine	road	though
became	course	full	material	round	thousands
behind	dark	game	minutes	rule	understand
boat	decided	gave	note	scientists	verb
box	deep	government	nothing	shape	wait
bring	done	green	noun	shown	warm
brought	dry	half	object	six	week
building	English	head	ocean	size	wheels
built	equation	heavy	oh	special	yes
cannot	explain	hot	pair	stars	yet
carefully	fact	inches	person	stay	
check	feel	include	plane	stood	

6th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.6.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.6.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name. Recognize	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound. Select correct inflectional endings for	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences (ai, ay, eigh, ea) with	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context and out of context.	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.

		high-frequency words within simple text relying heavily on pictures.	roots (-ed, -ing, -s) with support.	support. Read unfamiliar multisyllabic words accurately in context and out of context with support.		
EL.RF.6.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.
EL.R.6.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Read a wordless picture book using expression with prompting and support.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read emergent-reader text with accuracy and expression while using context to confirm understanding with minimal prompting and support.	Read on-level texts with some purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary to cite textual evidence with minimal prompting and support.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
EL.R.6.4	**Recognize the ways in which the author's word choice and use**	Illustrate word meanings.	Illustrate word meanings and simple phrases.	Identify and/or illustrate meaning of domain specific words and	Determine meanings of technical/domain specific vocabulary and	Determine the meaning of words and phrases as they are used in a text, including

	of figurative language deliberately influences meaning, tone, or mood within the context of the text.			phrases and/or simple figurative language phrases: (metaphors, similes, idioms, hyperbole...).	figurative language phrases. Identify words that impact meaning and tone.	figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
EL.R.6.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Point to a picture or illustration depicting the point (claim) of a paragraph.	Match picture depicting the particular point (claim) with one or more evidence pictures supporting the particular point (claim). Label each picture with a single word or phrase.	Identify the particular point (claim) and a supporting piece of evidence from the text. Explain why the evidence supports the particular point (claim).	Identify an argument and distinguish between relevant and irrelevant evidence to support the particular point (claim) in a text and explain why or why not.	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
EL.R.6.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	Use formal and informal greetings appropriately in various situations (ex. friends, teachers, playground, classroom) with prompting and support.	Point to and label pictures of specific facial expressions found in a variety of contexts and situations. Identify key words in text depicting emotions with some prompting and support.	Determine differences in dialect produced by a wide range of characters in various contexts and situations with minimal prompting and support.	Use knowledge of conventional language to identify ways in which the dialogue, speaking style, and style of interaction improve comprehension.	Use knowledge of language and its conventions when reading to improve comprehension.
EL.R.6.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or illustration depicting a particular word of a pair of multiple-meaning words (ex.verb run-to go quickly by moving legs rapidly, noun run-score in baseball) or draw an illustration and label one word of a pair of multiple-meaning words.	Point to a picture or illustration depicting a particular word of a pair of homophones (ex.rain and rein) or draw an illustration and label one word of a pair of homophones.	Utilize picture or context clues to determine definitions of multiple-meaning words and homophones. Consult references (digital/print) for pronunciation and definition clarification. Identify word parts (root, prefix, suffix) and their meanings.	Recognize and define multiple-meaning words/phrases, homophones, and grade-level roots and affixes by using context clues and reference materials (digital/print) for pronunciation and definition clarification.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to

						the meaning of a word. c. Consult reference materials both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
EL.R.6.12	**Understand word meanings, and nuances in word meanings when reading.**	Sort common objects into categories with some prompting and support. Identify real-life connections between words and their uses with prompting and support. Identify the difference between figurative and literal with prompting and support.	Sort common objects into categories identifying similar attributes with minimal prompting and support. Identify real-life connections between words and their uses with some prompting and support. Identify figurative and literal word and phrase meanings through pictures with some prompting and support. Identify synonyms and antonyms with some prompting and support.	Recognize and explain meaning of simple similes/metaphors and idioms in context with prompting and support. Identify synonyms and antonyms with minimal prompting and support.Identify relationships between words (e.g., part/whole, item/category) with some prompting and support.	Recognize and explain meaning of similes/metaphors and idioms, adages, and proverbs in context with minimal prompting and support. Identify synonyms and antonyms. Identify relationships between words (item/category). Give a word's meaning based on the context in which it's used.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions).
EL.R.6.13	**Interpret meaning from a variety of texts on their own.**	Point to a picture or sight word in a simple story.	Read simple paragraphs and stories.	Use reading strategies, modified text to read appropriate nonfiction and literature.	Read and comprehend high quality and engaging dramas, prose, poetry and informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 6.	Read and comprehend high quality and engaging dramas, prose, poetry, and informational text of appropriate quantitative and qualitative complexity for Grade 6.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.6.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Produce writing that consists of copied text or simple words about an event or topic with a lot of support and scaffolding.	Produce writing that has some simple sentence patterns and includes simple conventions. The vocabulary is simple, but appropriate for the task. Support and scaffolding are still present.	Produce writing that develops a topic appropriate for the task. Writing includes basic conventions and vocabulary.	Produce writing that fully develops a topic appropriate to the task. Writing includes more complex sentence structures, vocabulary, and conventions. This is done independently with little support.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EL.W.6.10	**Accurately and effectively use standard English grammar and usage when writing.**	Produce writing that may include the following: a. Print many upper and lowercase letters. b.Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Produce writing that includes the following: a. Use frequently occurring nouns and verbs in writing. b. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). c. Produce and expand complete sentences in shared language activities.	Produce writing that includes the following: a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Maintain consistency in style and tone.	Produce writing that includes the following: a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Use intensive pronouns d. Recognize and correct inappropriate shifts in pronoun number and person. e. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. f. Maintain consistency in style and tone.	Demonstrate command of and use knowledge of the conventions of standard English grammar and usage when writing. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Use intensive pronouns. d. Recognize and correct inappropriate shifts in pronoun number and person. e. Recognize and correct vague pronouns. f. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. g. Maintain consistency in style and tone.

EL.W.6.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Produce writing that includes a lot of copied text, much of it with errors.	Produce writing with simple words and limited mechanics. Some capitalization and punctuation may be present.	Produce writing with more complex words and sentence structures. Writing includes more correct spelling and simple mechanics.	Produce writing that includes the conventions of standard English capitalization, punctuation, and spelling when writing. However, some errors still present. a. Use punctuation to set off nonrestrictive/ parenthetical elements. b. Spell correctly.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
EL.W.6.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Copy and/or write words/phrases for a purpose over short time frames.	Write words within sentence frames relying on pictures and background knowledge for a specific task or purpose over short time frames.	Write routinely and begins to understand the task and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) of discipline-specific tasks, purposes, and audiences, which may still be directed by the teacher.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.6.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	Produce one/two word responses or a simple sentence with limited comprehension when asked explicit questions. Follow rules for discussions.	Participate in dialogue and express ideas related to 6th grade topics, both in responding and asking questions.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics and texts, building on others' ideas and expressing their own clearly. a. Follow agreed-upon rules for discussions and carry out assigned roles. b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. c. Summarize the multiple perspectives through reflection and paraphrasing.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

EL.SL.6.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Nod for "yes" and "no", draw, and point with minimal comprehension to respond to information presented or remain in silent period absorbing surroundings.	Produce simple sentences when relaying information with limited comprehension.	Produce basic comprehension of information presented in diverse media and formats. Connect information to a topic of study.	Summarize information presented in diverse media formats and explain connection between information and a topic, text, or issue being studied.	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
EL.SL.6.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Nod for "yes" and "no", draw, and point to identify information or remain in silent period absorbing surroundings.	Speak one/two words or simple sentences when identifying a supporting reason for one claim.	Produce basic comprehension of information presented by identifying a reason and some evidence supporting a particular claim made by the speaker.	Identify the speaker's arguments and/or claims. Determine if arguments and claims are supported with reasons and evidence or not.	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
EL.SL.6.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose.**	Draw or point to pictures to sequence ideas logically and/or present facts and details to support main ideas with support or remain in silent period absorbing surroundings.	Produce one/two words or phrases to present information about a familiar topic, text, and/or opinion by sequencing ideas logically. Provide facts and details to support main ideas with support.	Use details to make a presentation with some reasoning and organization present.	Present claims sequentially using pertinent facts and details to stress main ideas and/or themes. Use appropriate eye contact, volume, and clear pronunciation.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
EL.SL.6.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Nod for "yes" or "no" to differentiate between formal and informal English or remain in silent period absorbing surroundings with support.	Speak formal or informal English in single words, short phrases, or simple sentences related to the situation (daily greetings, classroom, or playground) with support.	Speak formal or informal English in more complex sentences related to the task and situation (presentations, small-groups, lunchroom) with some support.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

EL.SL.6.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Echos peer language or point to nouns, and act out common verbs while echoing the words.	Use basic language that includes the following: a. Use frequently occurring nouns and verbs in speaking. b. Use the most frequently occurring prepositions in spoken work (e.g., to, from, in, out, on, off, for, of, by, with). c. Produce and expand complete sentences in shared language activities.	Use basic language that includes the following: a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Recognize and correct inappropriate shifts in pronoun number and person. c. Maintain consistency in style and tone.	Use language to: a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Ensure that pronouns are in the proper case (subjective, objective, possessive). c. Use intensive pronouns (e.g., myself, ourselves). d. Recognize and correct inappropriate shifts in pronoun number and person. e. Recognize variations from standard English in their own and others' writing, and identify and use strategies to improve expression in conventional language. f. Maintain consistency in style and tone.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns. e. Recognize variations from standard English in their own and others' speaking, and identify and use strategies to improve expression in conventional language. f. Maintain consistency in style and tone.
EL.SL.6.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Nod for 'yes" or "no", draw, and/or point to pictures of common items found within a school and'or home environment. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within a school, home, and/or other familiar surroundings.	Acquire and produce grade-appropriate academic and domain-specific words and phrases. Use context clues and/or print/electronic resources to determine meanings.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Sixth Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)

absolute value*	dependent variable*	inequality	negative	quotient	sum
additive identity property of zero*	difference	integers*	negative numbers*	range*	surface area*
algebraic expression	distributive property	interquartile range*	net*	ratio*	term
area	distributive property of multiplication over addition*	least common multiple*	number line	rational number*	unit fraction
associative property	dot plot*	like terms*	numerical expression	reflection*	unit price
base (of polygon)*	edge length	magnitude	order of operations	relation	unit rate*
box plot*	edges	mean	ordered pair	relative position	variable*
center	equation	mean absolute deviation	outlier*	right angle	variation/variability
coefficient*	expression	mean*	part-to-part ratio*	skew*	vertices
common factor	faces	measure of center*	part-to-whole ratio*	solution	veticers
common multiple	factor	measure of variability*	percent	solution set	volume
commutative property*	fraction	measure of variation*	positive	spread	
compose/decompose	greatest common factor*	median*	positive numbers*	statistical shape	
coordinate	histogram*	mode*	product	stem and leaf plot	
coordinate grid/plane	independent variables*	multiplicative identity property of one*	quadrant	substitution	

SCIENCE					
Engineering Science	**Physical Science**		**Earth Space Science**	**Life Science**	
boundary	acceleration	kinetic	air mass	allele	muscular system
brainstorming	atom	magnet	air pressure	artificial selection	mutations
component	attractive	magnetic domain	climate	asexual reproduction	natural selection
constraints	chemical bond	magnetic force	condensation	behavior	nervous system
criteria	cloud	mass	convection	cell membrane	nucleus
decision matrix	coil	matter	Coriolis effect	Cell Theory	offspring
design optimization	compound	molecule	density	cell wall	organ
engineering	conductor	motion	evaporation	cells	organ system
input	crystal	neutron	front	cellular respiration	organelle
iterative testing	current	newton	groundwater	chemical reaction	organism
output	density	nucleus	humidity	chloroplasts	phenotype
prototype	electric charge	orbital	hydrologic cycle	chromosome	photosynthesis
risk-benefit analysis	electric field	periodic table	ocean current	circulatory system	pollination
system	electric force	phases	precipitation	digestive system	probability
technology	electromagnet	proton	runoff	dominant	protein
	electromagnetism	pure substance	solar energy	environmental factors	Punnett Square
	electron	reference point	sublimation	excretory system	recessive
	element	repulsive	temperature	gamete	respiratory system
	energy levels	shell	transpiration	gene	root
	field	speed	water cycle	genetics	seed
	force	subatomic	weather	genotype	sensory receptor
	friction	thermal	weather forecast	heredity	sexual
	gravitational field	velocity		homeostasis	stem
	gravity	volume		inheritance	stimuli
	inertia	weight		leaf	tissue
	insulator			memory	trait
				micro	unicellular
				mitochondria	variation

SOCIAL STUDIES					
Early River Civilizations					
Abraham	Confucianism	Gupta	Lower Egypt	obelisks	Silk Road
acupuncture	Confucius	Gupta Empire	Mauryan Empire	Old Kingdom	social hierarchy
afterlife	Daoism	Hammurabi's Code	Mediterranean Sea	papyrus	sphinxes
Akhenaten	delta	Han Dynasty	metallurgy	pharaoh	subcontinent
alphabet	development of city-states	hieroglyphics	Middle Kingdom	Phoenicians	Sumer
architecture	diffusion of Buddhism	Hindu-Arabic numerals	Mohenjo Daro	polytheism	temples
Aryans	division of labor	Hinduism	monarch	pyramids	Ten Commandments
Asoka	dynasty	Huang He River	monotheism	Qin Dynasty	theocracy
Assyrians	empire	imports	Moses	Queen Hatshepsut	Tigris
astronomy	Epic of Gilgamesh	Indus	mummies	Ramses the Great	Upper Egypt
Babylon	Euphrates	inoculation	Nebuchadnezzar	reincarnation	wheels
Buddhism	Exodus	judaism	New Kingdom	Rosetta Stone	Yangtze River
caste system	exports	karma	Nile	seismograph	Zhou Dynasty
cataracts	Fertile Crescent	King Tutankhamun	nirvana	Shang Dynasty	
chariot	Four Noble Truths	Kush	nobles	Shi Huangdi	
civilization	Great Wall	Legalism	Nubia	Siddhartha Gautama (Buddha)	
Ancient Greece					
Acropolis	classical age	Greek Theater	Mycenaeans	Persia	representative democracy
Aesop	Cyrus the Great	Hellenistic culture	mythology	Persian Wars	Socrates
Alexander the Great	direct democracy	Hippocrates	oligarchy	Philip II	Sparta
Alexandria	Empire of Alexander the Great	Homer	Olympics	philosophy	Syria
Aristotle	Euclid	Macedonia	Peloponnesian War	Plato	Trojan War
Athens	Greek architecture	Minoans	Pericles	polis	
Ancient Rome					
1st & 2nd Triumvirate	Cicero	fall of Rome	Julius Caesar	Pax Romana	Romulus & Remus
Attila	civil law	Forum	Justinian & Theodora	plebeians	senate
Augustus	Constantine	Gaul	Latin	Punic Wars	Spartacus

Byzantine Empire	Constantinople	Hannibal	Law of Twelve Tables	republic	spread of Christianity
Carthage	consul	Italy	Mark Anthony	roads	veto
Christian Bible	dictatorship	Jesus of Nazareth	Messiah	Roman Empire	Virgil
Christianity	division of Rome	Judaism	patricians	Roman engineering	
African Civilizations and the Islamic World					
animism	Cordoba	Janissaries	migratory people	Omar Khayyam	Sahara
Arabia	extended family	jihad	minaret	oral history	Shia
Askia the Great	Five Pillars of Islam	Mali	Morocco	overgrazing	Songhai kingdom
Baghdad	Ghana	Mansa Musa	mosque	pilgrimage	Suleyman the Magnificent
caliph	Great Zimbabwe	Mecca	Muhammad	prophet	Sunni
caravan	Ibn Battutah	Medina	Niger River	Qur'an	Timbuktu
Asian Empires					
Bushido	Genghis Khan	Kamakura	Mongol invasion	Prince Shotoku	Song Dynasty
calligraphy	growth of cities	Kamakura shogunate	Mongolia	pure Land Buddhism	Tang Dynasty
civil service	Heian literature	Korea	Neo-Confucianism	rice culture	tea ceremony
daimyo	Heian-kyo	Kublai Khan	Noh	samurai	woodblock printing
Empress Wu	invention of gunpowder	Lady Murasaki Shikibu	perfection of compass	Shinto	Zen Buddhism
examination system	Japan	Mongol Conquest	porcelain	shogun	
Early Americans					
Andes	conquistadors	Inca Empire	Mesoamerica	Pachacuti	
Atahualpa	Cortes conquers Aztecs	Lake Texcoco	Mexico	Pizarro conquers the Incas	
calendars	Francisco Pizarro	Machu Picchu	Moctezuma II	Tenochtitlan	
Classic Age of Mayan Civilization	Hernan Cortes	maize	observatories		
Middle Ages in Europe					
Battle of Hastings	Crusades	growth of towns and trade	Magna Carta	Pope	St. Francis of Assisi
Benedict	Eleanor of Aquitaine	Holy Land	medieval	Pope Urban I	St. Patrick
Black Death	excommunicate	Holy Roman Empire	missionaries	Reconquista	Thomas Aquinas
Britain	feudalism	Hundred Years War	Monasteries	Rome	William the Conqueror
Charlemagne	Gaul (France)	Ireland	monks and friars	Saludin	
chivalry	Gothic architecture	King Richard I	Parliament	Spain	

ENGLISH LANGUAGE ARTS					
affix	collaborate	elaboration	multimedia	precise language	sensory language
analogy	collaborative discussion	episode	mythology	predicate adjective	sentence structure
analysis	comma	evaluate	narrative techniques	predicate nominative	setting
anecdote	comparison/contrast	evidence	narrative writing	prefix	sources
appositive	concluding statement	explicit	narrator	probe	stanza
argument	concrete details	eye contact	nonrestrictive element	pronunciation	subjective pronoun
audience	connotation	figurative language	nuance	propaganda	suffix
audio	connotative	formal style	objective pronoun	publish	summary
author's viewpoint	context	formatting	overall structure	punctuation	technical language
bibliography	conventions	genre	pacing	quotations	textual evidence
biography	credibility	graphic organizer	paraphrase	references	theme
capitalization	credible source	graphics	parentheses	relevant	trace
cause/effect	dash	inference	parenthetical element	relevant evidence	transitions
central idea	definition	informative text	perspectives	relevant/irrelevant	vague pronoun
chapter	denotation	inquiry	phrases	research	visual display
characterization	dialect	intensive pronoun	plagiarism	resolution	
characters	dialogue	judgment	planning	revising	
claim	dictionary	literal	plot	rewriting	
classification	domain-specific vocabulary	literary text	point of view	root word	
clause	editing	memoir	possessive pronoun	scene	

Academic Vocabulary (Tier 2)					
according to	clarification	contribute	elaborate	given	require
accuracy	collaborate	contribution	eligible	justification	reveal
additional	common/commonly	converse	emphasis	likelihood	status
advocate	comparable	credible	equip	maintain	strategic
analysis	competent	debatable	essentially	negativity	subtle
appeal	compile	decline	evidently	obvious/obviously	the following
appropriately	compilation	demonstrate	extended	positivity	
assemble	concur	despite	extent	prevent	
basically	content	development	fundamentally	productive	
characteristic (adj)	context	due to	genuine	prompt (v)	
High Frequency Words (Tier 1)					
anything	directions	gone	million	region	syllable
arms	discovered	grass	mind	represent	teacher
beautiful	distance	happy	months	return	test
believe	divided	heart	moon	root	third
beside	drive	held	paint	sat	train
bill	drop	instruments	paragraph	shall	wall
blue	edge	interest	past	sign	weather
brother	eggs	job	perhaps	simple	west
can't	energy	kept	picked	site	whether
cause	Europe	lay	present	sky	wide
cells	exercise	legs	probably	soft	wild
center	farmers	length	race	squart	window
clothes	felt	love	rain	store	winter
dance	finished	main	raised	subject	wish
describe	flowers	matter	ready	suddenly	written
developed	forest	meet	reason	sum	
difference	general	members	record	summer	

7th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.7.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.7.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound.	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences (ai,	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words accurately in context	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.

		letters and saying the letter name. Recognize high-frequency words within simple text relying heavily on pictures.	Select correct inflectional endings for roots (-ed, -ing, -s) with support.	ay, eigh, ea) with support. Read unfamiliar multisyllabic words accurately in context and out of context with support.	and out of context.	
EL.RF.7.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.
EL.R.7.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture and/or single word in response to a direct text-dependent question.	Locate or give a detail from a simple text in response to a direct text-dependent question.	Identify details in response to an explicit text-dependent question.	Identify details in response to explicit or implicit text-dependent questions.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EL.R.7.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the the text.**	Listen to a poem with repetition and rhyme.	Listen for rhymes and repetition of sound in a poem or story.	Attempt to determine the meaning of simple similes, metaphors, idioms, and listen for rhymes and repetition of sound in a poem or story.	Identify the meaning of words and phrases, including figurative and connotative meanings; describe the rhymes and/or repetition of sound in a poem or story.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story.
EL.R.7.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Point to a picture or illustration depicting the point (claim) of a paragraph.	Identify a main idea and one or more supporting details in a text.	Identify a claim and a supporting piece of evidence from the text.	Distinguish between relevant and irrelevant evidence to support the claim in a text.	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
EL.R.7.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	Read a few words and/or phrases/sentences.	Use vocabulary words from text to better comprehend the text.	Use knowledge about words and language to comprehend basic text.	Use knowledge about language and how it functions to better comprehend text.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
EL.R.7.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or photo illustration of one word of a pair of homophones *(ex. here or hear)* or draw an illustration of one word of a pair of homophones.	Match written pairs of homophones (ex. steak and stake) with pictures. Identify word parts (root, prefix, suffix).	Identify or locate correct word choice within a given text when presented with a pair of homophones, multiple-meaning words, and/or words containing affixes. Define common roots and affixes.	Determine meaning of unknown and multiple-meaning words by using context clues, affixes and roots, and/or references materials	Determine or clarify the meaning of unknown, multiple-meaning words and phrases based on Grade 7 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

						c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.
EL.R.7.12	**Understand word meanings, and nuances in word meanings when reading.**	Match a picture with a picture representing the opposite meaning.	Give a word with the same or opposite meaning when given a related word.	Demonstrate understanding of synonyms, antonyms, and figurative language in context.	Demonstrate understanding of figurative language, synonyms/antonyms, and nuanced meanings of words in context.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations.
EL.R.7.13	**Interpret meaning from a variety of texts on their own.**	Point to a picture or sight word in a simple story.	Read simple paragraphs and stories.	Use reading strategies, modified text to read appropriate nonfiction and literature.	Read and comprehend high quality informational text, dramas, prose, and poetry at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 7.	Read and comprehend high quality informational text, dramas, prose, and poetry of appropriate quantitative and qualitative complexity for Grade 7.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.7.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Produce writing that consists of copied text or simple words about an event or topic with a lot of support and scaffolding.	Produce writing that has some simple sentence patterns and includes simple conventions. Vocabulary is simple, but appropriate for the task. Strong support and scaffolding are still present.	Produce writing that develops a topic appropriate for the task. Writing includes basic conventions and vocabulary.	Produce writing that fully develops a topic appropriate to the task. Writing includes more complex sentence structures, vocabulary, and conventions. This is done independently with little support.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EL.W.7.10	**Accurately and effectively use standard English grammar and usage when writing.**	Produce writing that may include the following: a. Print many upper and lowercase letters. b.Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Produce writing that includes the following: a. Use frequently occurring nouns and verbs in writing. b. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). c. Produce and expand complete sentences in shared language activities.	Produce writing that expresses an idea, using phrases, simple, and compound sentences.	Produce writing that expresses an idea with complete and concise grammar, using a variety of phrases, simple, compound, and complex sentences. Relationships between ideas can be seen in the writing.	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b. Explain the function of phrases and clauses in general and their function in specific sentences. c. Choose among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas. d. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

EL.W.7.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Produce writing that includes a lot of copied text, much of it with errors.	Produce writing that shows the usage of simple words, limited mechanics, and capitalization.	Produce writing that includes capitalization, punctuation (commas to separate coordinate adjectives), and mostly correct spelling.	Produce writing that uses correct capitalization, punctuation, spelling. Commas may be used incorrectly but does not interfere with overall meaning.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a comma to separate coordinate adjectives. b. Spell correctly.
EL.W.7.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Copy and/or write words/phrases for a purpose over short time frames.	Write words within sentence frames relying on pictures and background knowledge for a specific task or purpose over sort time frames.	Write over extended and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames of discipline- specific tasks, purposes, and audiences, which may still be directed by the teacher.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.7.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Offer single-word responses that can indicate agreement or disagreement (yes/no).	Ask and respond to questions with simple sentences. Participate in partner or small group discussions. Refer to text in response to topic of discussion. Follow the rules of discussion.	Participate in collaborative discussion, coming prepared and ready to express ideas. Follow the rules of discussion, acknowledging others' information.	Fully participate in collaborative discussions, expressing ideas clearly, building on others' ideas. Come to discussions prepared, explicitly drawing on the information. Follow the rules of discussion, acknowledging others' information.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. d. Acknowledge new information expressed by others and, when warranted, modify their own views.

EL.SL.7.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Offer single-word responses that indicate agreement or disagreement (yes/no) and/or information from diverse media.	Produce simple sentences to identify a supporting detail when provided with the main idea from diverse media and formats.	Identify main ideas and supporting details presented in diverse media and formats. Explain how the ideas and details clarify a topic of study.	Analyze the main ideas and supporting details presented in diverse media and formats. Explain how the ideas clarify a topic or issue of study.	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
EL.SL.7.3	**Objectively assess the relevance, accuracy, and validity of a claim and supporting evidence.**	Provide a basic written, drawn, or spoken explanation about the speaker's topic.	Identify the speaker's argument.	Identify the speaker's argument and reasoning.	Identify the speaker's argument and specific claims, evaluating the reasoning and evidence.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
EL.SL.7.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.**	Provide a drawn or spoken finding about a familiar topic supported with details.	Produce phrases or simple sentences to present a claim supported by facts.	Present information that is focused, with some description, facts, details, and is delivered with appropriate eye contact and adequate volume.	Present information and salient points that are clear and logical, are supported by facts, details, examples and is presented with appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
EL.SL.7.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Use one-word responses, short phrases, and/or simple sentences in social conversations.	Ask or respond with simple sentences during conversation or classroom discussions.	Participate appropriately in informal conversation or formal classroom tasks.	Demonstrate fluent command of English appropriate to a variety of situations and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

EL.SL.7.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Echo peer language or point to nouns and act out common verbs while pronouncing words.	Use basic language that includes frequently occurring nouns, verbs, and prepositions in simple sentences.	Use a variety of sentence structures to express ideas precisely.	Use English grammar precisely to express ideas without being too wordy. Use simple, compound, and complex sentences. Use phrases and clauses correctly.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. b.Choose among simple, compound, complex, and compound- complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
EL.SL.7.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures of common items found within a school and/or home environment. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within a school, home, and/or other familiar surroundings.	Acquire and produce grade-appropriate academic and domain-specific words and phrases.	Acquire and use grade-appropriate general academic and domain-specific words and phrases accurately.	Acquire and use accurately grade-appropriate general academic and domain specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Seventh Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)

additive inverse*	data distribution*	likely	prediction	right prism*	valid
algebraic solution	diameter*	linear*	probability*	sample space*	variability
arithmetic solution	experimental probability*	mean absolute deviation*	radius*	scale drawing*	variation
circumference*	frequency table*	outcome*	random sampling*	terminate	vertical
complex fraction*	horizontal	pi	relative frequency*	theoretical probability*	zero pair*
compound event*	inference	plane figures*	repeat	unlikely	

SCIENCE

Physical Science			**Earth Space Science**	**LIfe Science**	
absorb	equilibrium	refraction	absolute dating	abiotic factor	interactions
absorption	field	release energy	catastrophic event	abundant	matter
amplitude	flammability	signal	continental shifts	autotroph	molecule
analog	frequency	solid	convection	availability	mutualism
BECs	gas	solubility	convergent	available	mutually beneficial
boiling point	heat	sound energy	current	biodiversity	omnivore
change of state	hertz	sound wave	deposition	biotic factor	organism
chemical energy	kinetic energy	speed	divergent	carnivore	parasitism
chemical equation	law of conservation of matter	substance	Earth system	causal	photosynthesis
chemical formula	light	system	erosion	cellular respiration	population
chemical properties	liquid	temperature	extinction	chemical reaction	predatory

chemical reaction	longitudinal waves	thermal energy	formations	commensalism	prey
coefficient	mass	tone	fossils	community	producer
compression	mechanical wave	transmission	geologic time scale	competition	resource
condensation	medium	transverse waves	geoscience processes	consumer	Rule of 10
conduction	melting point	volume	glaciers	correlational	scarce
conservation	noise	wafting	gradual event	decomposer	species
conservation of mechanical energy	nuclear energy	wave	igneous rocks	disturbance	succession
convection	odor	wave speed	metamorphic	ecosystem	survival
convert	physical properties		minerals	ecosystem service	symbiosis
crest trough	pitch		Pangaea	energy	symbiotic relationships
digital signal	plasma		plate boundaries	energy pyramid	
elastic energy	position		plate tectonics	environment	
electrical energy	potential energy		relative dating	factor	
electromagnetic energy	pressure		sediment	factor	
encode	product		sedimentary rock	food web	
energy	qualitative		strata	habitat destruction	
energy sources	radiation		tectonic plate	habitat fragmentation	
energy transfer	reactants		transform	herbivore	
energy transformation	reflection		weathering	heterotroph	
SOCIAL STUDIES					
Geography					
absolute location	democracies	Hinduism	monarchies	population patterns	subterranean forces
adaptation	demographics	history	mountain	production	sun
aquatic	density	human geography	movement	race	supply
Buddhism	desert	human systems	multiculturalism	relative location	surface forces
Christianity	dictatorships	immigration	natural	religion	technology
climate change	diffusion	industrialization	non-renewable	renewable	technology of geography
climate zones	distribution	Islam	oligarchies	revolution	traditional
command	distribution of ecosystems	Judaism	orbit	Ring of Fire	traditions
communism	environment and society	language	physical geography	rotation	traits

consumption	ethnicities	mapping	physical systems	rural	urban
cultural change	food	market	planets	scarcity	waste
cultural diversity	forest	mices market	plate tectonics theory	seasons	water cycle
culture groups	globalization	migration	pollution	socialism	ways of life
customs	grassland	military states	population growth	spatial organizations	
Kansas History					
Abilene	civil rights	Francisco Coronado	John Stewart Curry	national prohibition	Santa Fe Trail
abolition	Civil War	Fred Harvey	Joseph McCoy	New England Emigrant Aid Society	Satanta
Abraham Lincoln	Clarina Nichols	Free State Movement	Kansas City	Nicodemus	settlement
adaptation	Clyde Cessna	Gayle Sayers	Kansas economy	Normandy	slavery
Alf Landon	coal miners strikes	Germany	Kansas government	Ogallala Aquifer	socialism
Amelia Earhart	Cold War	Girard	Kansas-Nebraska Act	Oliver Brown	space race
Appeal to Reason	communication	Georgia Neese Clark	Karl Menninger	Order #11	specialization
Arthur Capper	Communism	Gordon Parks	Kate Richards O'Hare	Oregon Trail	state constitutions
astronauts	Compromise of 1850	Harry Colmery	Kathleen Sebelius	Osawatomie	statehood
Atchison	Corps of Discovery	Henry Ward Beecher	Korea	Pearl Harbor	Stephen Douglas
Barry Sanders	Cyrus K. Holliday	Herbert Hoover	Korean War	Pittsburg	Stephen Long
Battle of Mine Creek	discovery of oil/gas	Homestead Act	land grant universities	Plains	suffrage movement
Bill Kurtis	Dockum Drug sit-in	homesteading	Langston Hughes	Pony Express	television
Black Bear Bosin	Dodge City	immigration	Lawrence	popular sovereignty	Thurgood Marshall
Bleeding Kansas	Doniphan County	Indian Removal Act	Lecompton	populism	Topeka
Bogus legislature	Douglas County	indigenous American Indians	Legislative War	progressivism	trade
Border Ruffians	Dwight Eisenhower	industrialization	Linn County	prohibition	transportation
Brown v Board of Education	Ellsworth	interstate highways	Louisiana Purchase	promotion and growth	underground railroad
Buffalo soldiers	emigrant American Indians	interstate transportation	Louisiana Territory	Quantrill's Raid	Vietnam
Carry Nation	Emporia	Italy	Lynette Woodard	railroads	Walter & Oliver Beech
cattle drives	ethnic immigrants	Jack Kilby	Mary Lease	religious immigrants	Walter Chrysler
Charles Curtis	Exodusters	James Lane	Medicine Lodge	Robert Dole	Wichita
Charles Robinson	exploration	James Naismith	Medicine Lodge Treaty	romantic image of West	William Allen White

Charles Scott	floods of 1951	Japan	missions	rural depopulation	William Bechnell
Charles Sheldon	Fort Scott	Jayhawkers	Missouri Compromise	Samuel Crumbine	William Quantrill
Charles Sumner	forts	John Brown	Nancy Landon Kassebaum	Sand Creek Massacre	World War I
ENGLISH LANGUAGE ARTS					
affix	comma	editing	investigation	precise language	salient points
alliteration	comparison/contrast	elaboration	irony	prefix	sensory language
alternate claims	complex sentence	evaluate	literary text	presentation	signal shift
analysis	compound sentence	event sequence	logical reasoning	print source	simple sentence
argument	compound-complex sentence	evidence	multimedia	probe	soundness of reasoning
assumption	concluding statement	examples	narrative text	prose	sources
capitalization	concrete details	exposition	narrator	publish	stanza
cause/effect	connotative	expository	nominative	punctuation	sufficiency of evidence
central idea	convention	figurative	nuance	quotations	suffix
characters	coordinate adjectives	flashback	objective	quote	summarize
citation	credibility	fluency	opposing claims	redundancy	technical meaning
cite	credible sources	foreshadowing	pacing	relevance	theme
claims	dangling modifier	formal style	paraphrase	relevant evidence	transitions
clarify	definition	formatting	pertinent descriptions	repetition	types of poetry
classification	denotation	graphics	plagiarism	research	types of sentences
clause	description	heading	planning	revising	verse
cohesion	dialogue	imagery	poem	rewriting	viewpoint/opinion
collaborative discussion	digital source	informative text	point of view	rhymes	wordiness
collegial discussion	domain-specific vocabulary	interpretation	position	root word	
Academic Vocabulary (Tier 2)					
affect (v)	unconditional	draft (v)	imply	maturity	reserve
articulate (v)	consideration	establish	incorporate	notorious	resulting in
aspects	consist of	exclusive	indicate	phase	rigid
assertively	contradictory	exercise	influence	portray	secure
authority	correlate	factor	inquire	potential	strategically
capture	credibility	feature	integrate	potentially	subjective

clearly	criteria	generally	intense	preclude	objective
conceivable	design	generate	interpret	prospective	sufficiently
inconceivable	determined	illustrate	isolate	recollection	supported by
conditional	differentiate	impact	literally	relate	unify
High Frequency Words (Tier 1)					
act	care	fight	laughed	pounds	son
Africa	case	fingers	lead	pushed	speak
age	cat	floor	let's	quiet	speed
already	century	fraction	lot	quite	spring
although	consonant	free	melody	remain	stone
amount	copy	French	metal	result	surprise
angle	couldn't	gold	method	ride	tall
appear	count	hair	middle	rolled	temperature
baby	cross	hill	milk	sail	themselves
bear	dictionary	hole	moment	scale	tiny
beat	died	hope	nation	section	trip
bed	dress	ice	natural	sleep	type
bottom	either	instead	outside	smiled	village
bright	everyone	iron	per	snow	within
broken	everything	jumped	phrase	soil	wonder
build	exactly	killed	poor	solve	
buy	factors	lake	possible	someone	

8th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.8.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.8.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound. Select correct	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences (ai, ay, eigh, ea) with support.	Employ grade-level phonics and word analysis skills in decoding words within the lower range of the grade-level band for literal and abstract text. Change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no support. Read unfamiliar	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.

		letter name. Recognize high-frequency words within simple text relying heavily on pictures.	inflectional endings for roots (-ed, -ing, -s) with support.	Read unfamiliar multisyllabic words accurately in context and out of context with support.	multisyllabic words accurately in context and out of context without support.	
EL.RF.8.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self correction.	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.
EL.R.8.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a picture and/or single word in response to a direct text-dependent question.	Locate or give a detail from a simple text in response to a direct text-dependent question.	Identify details in response to an explicit text-dependent question.	Identify details in response to explicit or implicit text-dependent questions.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
EL.R.8.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the text.**	Draw a representation of a feeling word or simple description taken from a text.	Locate or give a correct simple description or feeling word from the text.	Identify simple similes, metaphors, idioms, and simple tone words and phrases from a text.	Identify examples of figurative language and tone words from a text, and identify or locate simple analogies and allusions in a text.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

EL.R.8.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Point to a picture or illustration depicting the point (claim) of a paragraph.	Identify a main idea and one or more supporting details in a text.	Identify a claim and a supporting piece of evidence from the text.	Distinguish between relevant and irrelevant evidence to support the claim in a text.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
EL.R.8.10	**Apply their knowledge of language and how it works to a variety of contexts/situations.**	Read a few words and/or phrases.	Use vocabulary words from text to better comprehend the text.	Use knowledge about words and language to comprehend basic text.	Use knowledge about language and how it functions to better comprehend text.	Use knowledge of language and its conventions when reading to aid comprehension of informational texts.
EL.R.8.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Point to a picture or photo illustration of one word of a pair of homophones *(ex. here or hear)* or draw an illustration of one word of a pair of homophones.	Match written pairs of homophones (ex. steak, stake) with pictures. Identify word parts (root, prefix, suffix).	Identify or locate correct word choice within a given text when presented with a pair of homophones, multiple-meaning words, and/or words containing affixes. Define common roots and affixes.	Determine meaning of unknown and multiple-meaning words by using context clues, affixes and roots, and/or reference materials.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word/phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase.

EL.R.8.12	**Understand word meanings, and nuances in word meanings when reading.**	Draw or illustrate simple word meanings.	Recognize simple figures of speech and their meanings.	Identify the relationship between particular words (e.g.,cause/effect, part/whole, item, category). Recognize simple connotations and denotations of commonly used grade appropriate words.	Interpret figurative language used in context. Identify the relationship between particular words (e.g., cause/effect, part/whole, item, category).	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations.
EL.R.8.13	**Interpret meaning from a variety of texts on their own.**	Point to a picture or sight word in a simple story.	Read simple paragraphs and stories.	Use text features and identify text structures within informational text.	Read and comprehend high quality informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 8.	Read and comprehend high quality and engaging informational text of appropriate quantitative and qualitative complexity for Grade 8.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.8.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Draw or illustrate text for specific tasks or purposes.	Write simple sentences appropriate to task or purpose.	Write cohesive paragraphs appropriate to task, purpose and audience.	Write well-organized, cohesive paragraphs appropriate to task, purpose and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EL.W.8.10	**Accurately and effectively use standard English grammar and usage when writing.**	Draw or illustrate simple action verbs. .	Write simple sentences. Subject/verb agreement may not be correct.	Write simple sentences with correct subject-verb agreement. Use a wider variety of verbs to express action, mood, or effect.	Use verbs in the active and passive voice. Choose specific verbs to depict the intended mood or effect. Use correct verb tenses and subject-verb agreement.	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects. b. Explain the function of verbals in general and their function in particular sentences. c. Form and use verbs in the active and passive voice. d. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. e. Recognize and correct inappropriate shifts in verb voice and mood.

EL.W.8.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Capitalize sentence beginnings. Use end punctuation, although some errors may be present or use may be inconsistent.	Use capitalization correctly. Use end punctuation and commas, although some errors may be present or use may be inconsistent. Spelling errors may be evident.	Demonstrate correct capitalization and punctuation, including usage of commas and dashes. Spelling is mostly correct.	Demonstrate correct capitalization and punctuation use, including usage of commas, ellipses, and dashes. Demonstrate correct spelling with only limited evident errors.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
EL.W.8.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Draw or illustrate to express thoughts.. Invented spelling may be evident.	Demonstrate ability to use written expression through simple sentences. A mix of words and drawings or illustrations may be used.	Write complete sentences to form a paragraph for a discipline-specific task and audience over an extended time frame.	Write well-organized, cohesive paragraphs appropriate to task, purpose and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.8.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Offer single-word responses that can indicate agreement or disagreement (yes/no).	Ask and respond to questions with simple sentences. Participate in partner or small group discussions. Refer to text in response to topic of discussion. Follow the rules of discussion.	Participate in collaborative discussions. Offer comments, information, or textual evidence appropriately. Follow the rules of discussion, acknowledging others' information.	Fully participate in collaborative discussions, expressing ideas clearly, building on others' ideas. Come to discussions prepared, explicitly drawing on the information. Follow the rules of discussion, acknowledging other's information.	Engage effectively in a range of collaborative discussions with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

EL.SL.8.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Engage with media to comprehend the topic through pictures.	Engage with media to learn information about a topic. Express facts learned in a few words and/or simple sentences.	Tell why information from a media source was presented.	Combine multiple sources and formats of information to know the motives behind the information presented.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
EL.SL.8.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Provide a basic written, drawn, or spoken explanation about the speaker's topic. (Dogs)	Identify the speaker's argument. (Dogs are the best pets.)	Identify the speaker's argument and reasoning. (He/she says dogs are the best pets because they are good companions.)	Identify the speaker's argument and specific claims, evaluating the reasoning and evidence. (The speaker believes that dogs make the best pets because they are good companions. I believe this is a good reason because my dog is very friendly.)	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
EL.SL.8.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.**	Provide a drawn or spoken finding about a familiar topic supported with details.	Produce phrases or simple sentences to present a claim supported by facts.	Present information that is coherent, fits the purpose and is delivered with appropriate eye contact and adequate volume.	Present information and salient points that are clear and logical, are supported by evidence, and is presented with appropriate eye contact, adequate volume, and clear pronunciation.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
EL.SL.8.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Use one-word responses, short phrases, and/or simple sentences in social conversations.	Ask or respond with simple sen tenses during conversation or classroom discussions.	Participate appropriately in informal conversation or formal classroom tasks.	Demonstrate fluent command of English appropriate to a variety of situations and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

EL.SL.8.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Use basic verbs to describe an action or give a command.	Use basic language that includes frequently, occurring nouns, verbs, and prepositions in simple sentences. Subject/verb agreement may not be correct.	Use a variety of sentence structures to express ideas precisely with correct subject-verb agreement. Use a wider variety of verbs to express action, mood, or effect.	Use verbs in the active and passive voice. Choose specific verbs to depict the intended mood or effect. Use correct verb tenses and subject-verb agreement.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use verbs in the conditional and subjunctive mood to achieve particular effects. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood.
EL.SL.8.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures of common items found within a school and/or home environment. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within a school, home, and/or other familiar surroundings.	Acquire and produce grade-appropriate academic and domain-specific words and phrases.	Acquire and use grade-appropriate general academic and domain-specific words and phrases accurately. Consider how a word or phrase adds importance to the comprehension or expression of a text.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eighth Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)

adjacent angles*	decreasing (function)*	irrational*	outlier	rate of change*	vertical angles*
arc length*	exterior angle*	leg	perfect cube	scatter plot*	x-axis
area of sector*	functional relationships*	line of best fit	perfect square	scientific notation*	x-intercept
circular arc*	hypotenuse	linear equations*	positive association*	similar*	y-axis
clustering*	increasing (function)*	linear functions*	protractor	slope*	y-intercept
complementary*	infinitely many solutions*	linear relationships*	pyramid*	square root	
constant of proportionality*	intersecting lines*	negative association*	Pythagorean Theorem*	supplementary*	
converse of Pythagorean Theorem*	intercepts*	no solution*	qualitative*	theorem*	
converse*	interior angle*	nonlinear*	quantitative*	transversal*	
cube root	input/output table*	one degree angle*	radical*	trend line	

SCIENCE

Physical Science	**Life Science**		**Earth Space Science**		
acid	adaptation	fossil record	angle	habitat destruction	per capita consumption
base	allele	frequency	asteroid	hemisphere	phase
biopolymer	anatomy	gene	astronomical unit	human activity	point-source pollution
conservation of matter	artificial selection	gene therapy	axis	human impact	poles
endothermic	biotechnology	generations	catastrophic	illuminated	pollution
exothermic	chronological	genetic engineering	climate	latitude	population

matter	common ancestor	genetically modified organism	climate change	light-year	protoplanetary disk
natural resource	diversity	macroscopic	comet	longitude	renewable resource
pH	DNA	mutation	deforestation	lunar phase	revolution
polymer	embryo	natural selection	eclipse	mitigation	rotation
product	embryology	protein	equator	natural disaster	season
pure substance	evolution	radiometric dating	extinct	natural hazard	solar nebula
reactant	existence	speciation	fossil fuel	natural resource	solar system
salt	extinction	species	galaxy	nonpoint-source pollution	telescope
synthetic material	fossil	traits	global warming	nonrenewable resource	tilt
			gravity	north star	Tropic of Cancer
			greenhouse effect	orbit	Tropic of Capricorn
			habitat	parallax	universe
SOCIAL STUDIES					
Establishing America: 1787-1830s					
Abigail Adams	exploration	Individual freedom	Market Revolution	Northwest Territories	Second Great Awakening
Allen and Sedition Act	Federalism	Industrial Revolution	Marshall Court	Ohio Valley	Tecumseh
Andrew Jackson	Founding Fathers	Jacksonian democracy	Mississippi River	Philadelphia	Three-fifths Compromise
Bill of Rights	Great Compromise	James Monroe	Missouri Compromise	Phyllis Wheatley	War of 1812
canals	growth of executive power	Louisiana Purchase	Monroe Doctrine	railroads	Washington D.C.
Democrats	growth of judicial power	Louisiana Territory	New Orleans	Sacagawea	Whigs
Regionalism and Expansion: 1800s-1850s					
abolitionism	enslaved person resistance	Henry David Thoreau	Mexican Cession lands	Second Great Awakening	Texas Republic
American Indian resistance	expansion of railroads	immigration	Mexican-American War	Second Industrial Revolution	trails
Brer Rabbit	Frederick Douglass	Indian Removal Acts	Nat Turner	sectionalism and racism	Underground Railroad
California Gold Rush	George Fitzhugh	James Polk	northern states	Seneca Falls Convention	Washington Irving
Chicago	growth of technology	Liberia	Nullification Crisis	slavery	western expansion
Edgar Allan Poe	Harriet Jacobs	Manifest Destiny	Oregon Fever	southern states	western territories and states
Elizabeth Cady Stanton	Henry Clay	Maria Ruis de Burton	rise of cities	spread of agriculture	women's rights

March to War: 1850s-1861					
abolitionism	Dred Scott v. Sanford	Fugitive Slave Act	John Brown	political parties	Washington DC
Abraham Lincoln	economic policies	Gadsden Purchase	Kansas-Nebraska Act	popular sovereignty	Wilmot Proviso
Bleeding Kansas	election of 1848	Harper's Ferry	Know Nothings	rise of Republican party	
Charles Sumner	enslaved person resistance	Harriet Beecher Stowe	Lawrence, Kansas	secessionism	
Civil War	establishment of Confederate States of America	Harriet Tubman	Lecompton, Kansas	Shephen Douglas	
Compromise of 1850	expansion of slavery	James Buchanan	Lincoln-Douglass Debates	South Carolina	
Toward a More Perfect Union - 1861-1877					
13th Amendment	Andrew Johnson	draft riots	Gettysburg	Mary Chestnut	Robert E. Lee
14th Amendment	Antietam	Election of 1876	Gettysburg Address	Matthew Brady	total war
15th Amendment	Appomattox	Emancipation Proclamation	Jefferson Davis	New York City	U.S. Grant
Abraham Lincoln	Atlanta	equality	Jim Crow	Radical Republicans	Unionism
African American soldiers	black codes	Exodusters	Ku Klux Klan	Reconstruction	Vicksburg
Anaconda Plan	Civil War	Fort Sumter	Lincoln's Second Inaugural Address	Richmond	Washington D.C.
The Rise of America: 1870s-1900					
agribusiness	Cuba	growth of cities	Philippines	Samuel Gompers	Thomas Nast
Angel Island	Dawes Act	Haymarket Tragedy	Plessy v. Ferguson	settlement houses	westward expansion
Boss Tweed	Ellis Island	immigration	populism	Sherman Anti-Trust Act	William Jennings Bryan
Buffalo Bill Cody	Eugene Debs	imperialism	progressivism	Social Darwinism	Wounded Knee
captains of industry	Federal American Indian policy	Indian Wars	Red Cloud	Spanish-American War	
Chicago	George Custer	Oklahoma Land Rush	rise of big business	spoils system	
Chinese Exclusion Act	Ghost Dance	organized labor	robber barons	Susan B. Anthony	

ENGLISH LANGUAGE ARTS					
active voice	collegial discussion	editing	interrogative mood	planning	social motive
affix	comma	elaboration	irrelevant evidence	plot	subjunctive mood
agreement	commercial motive	ellipsis	justify	point of view	suffix
allusion	concluding statement	event sequence	literary	political motive	summary
analogies	concrete details	explicit	live production	precise language	suspense
analysis	conditional mood	figurative meaning	medium	prefix	synthesize
argument	conflicting evidence	formal style	multimedia	print source	tables
audience	connotative meaning	formatting	narrative techniques	publish	technical meaning
bias	counter argument	gerund	narrative text	punctuation	textual evidence
capitalization	counterclaim	graphics	narrator	quotations	theme
central idea	credibility	headings	nuance	reflection	thesis statement
characters	dash	humor	omission	relevant evidence	transitions
charts	debate	imperative mood	opposing claims	research	verb mood
citation	decision-making	implicit	pacing	revising	verb voice
cite	denotative meaning	incident	parallel structure	rewriting	verbal
claim	derivation	indicative mood	paraphrase	root word	
coherent order	digital source	inference	participial phrase	salient points	
cohesion	domain-specific vocabulary	infinitive	participle	sensory detail	
collaborate	dramatic irony	informative text	persuasive writing	sensory language	
collaborative discussions	dramatization	interpretation	plagiarism	setting	
Academic Vocabulary (Tier 2)					
accordingly	assertion	constitutes	disputable	inclined	presumption
accurately	assumptions	consult	dynamic	incoherent	requisite
acquire	authentic	consultation	employ	inconceivable	specify
adequately	authenticity	convey	equate	indicative of	speculate
allocate	availability	correlation	ethical	indisputable	speculation
allocation	capacity	depict	evident/evidently	influential	subsequently
alternative	coherent	depicted	exceedingly	invariably	susceptible
analytical	complexity	depiction	exhibit	marginal	thereby
anticipation	conceivable	detect	exhibition	perception	validity

applicable	concurrent	determination	focal	plausible	varied
approach	consequently	devise	inapplicable	prerequisite	vary
articulate	considerable	diminish	inclination	presume	virtually
High Frequency Words (Tier 1)					
alone	cloud	experiment	joined	ring	symbols
art	coast	express	key	rise	team
bad	continued	feeling	lady	row	touch
bank	control	fell	law	save	trouble
bit	cool	flow	least	seeds	uncle
break	cost	foot	lost	sent	valley
brown	decimal	garden	maybe	separate	visit
burning	desert	gas	mouth	serve	wear
business	design	glass	party	shouted	whose
captain	direct	God	pay	single	wire
catch	drawing	grew	period	skin	woman
caught	ears	history	plains	statement	wrote
cents	east	human	please	stick	yard
child	else	hunting	practice	straight	you're
choose	engine	increase	president	strange	yourself
clean	England	information	received	students	
climbed	equal	itself	report	suppose	

9th-10th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.9-10.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of individual phonemes.	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.9-10.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound	Employ grade-level phonics and word analysis skills in decoding words within the lower range of the grade-level band for literal and abstract text. Change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.

		corresponding printed letters and saying the letter name. Recognize high-frequency words within simple text relying heavily on pictures.	each vowel sound. Select correct inflectional endings for roots (-ed, -ing, -s) with support.	correspondences (ai, ay, eigh, ea) with support. Read unfamiliar multisyllabic words accurately in context and out of context with support.	roots with little to no support. Read unfamiliar multisyllabic words accurately in context and out of context without support.	
EL.RF.9-10.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self correction.	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.
EL.R.9-10.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.**	Point to a single word and/or picture in response to a direct text-dependent question.	Locate or give a detail from a simple text in response to a direct text-dependent question.	Identify details in response to an explicit text-dependent question.	Identify details in response to explicit or implicit text-dependent questions.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

EL.R.9-10.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.**	Match tone word or phrase from read aloud text by pointing to pictures depicting various emotions.	Match tone words and/or phrases from designated read aloud text with definitions.	Point out words and phrases used in text that strongly influence the meaning or tone .	Point out words and phrases used in text that strongly influence the meaning or tone and determine (including figurative, connotative, and multiple meaning words/phrases). Analyze the overall impact of specific word choices on meaning and tone.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.
EL.R.9-10.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Point to picture or illustration depicting the point (claim) of a paragraph.	Identify a main idea and one or more supporting details in a text.	Identify a claim and a supporting piece of evidence from the text.	Distinguish between relevant and irrelevant evidence to support the claim in a text. Determine if evidence is sufficient.	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
EL.R.9-10.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	I can read a few words and write a few words, maybe even a couple of phrases/sentences.	Use vocabulary words from text to better comprehend the text and write about it.	Use knowledge about words and language to comprehend basic text and write basic text.	Use knowledge about language and how it functions to better comprehend text and write meaningful, effective text.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
EL.R.9-10.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as**	Use context clues or reference material (picture of elementary level) to understand words.	Determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning.	Determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning or	Determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning,	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

	employing strategies for determining meanings of unfamiliar words.			part of speech of a word or phrase.	part of speech or etymology of the word or phrase.	a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase.
EL.R.9-10.12	**Understand word meanings, and nuances in word meanings when reading.**	Match a picture with a picture representing the opposite meaning.	Give a word with the same or opposite meaning when given a related word.	Demonstrate understanding of synonyms and antonyms and some figurative language.	Demonstrate understanding of figurative language, synonyms/antonyms, and nuanced meanings of words.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text.b. Analyze nuances in the meaning of words with similar denotations.
EL.R.9-10.13	**Interpret meaning from a variety of texts on their own.**	Point to a picture or sight word in a simple story.	Reads simple paragraphs and stories.	Uses text features and identifies text structures within informational text.	Read and comprehend high quality informational text at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 9 -10.	Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grades 9-10.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.9-10.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Produce writing that consists of copied text or simple words about an event or topic with a lot of support and scaffolding.	Produce writing that shows some organization with regard to task and audience.	Produce writing that begins to develop an idea with organization included that is relevant to the the task and audience.	Produce writing that is easy to read, but does still needs revision to be clear and concise.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EL.W.9-10.10	**Accurately and effectively use standard English grammar and usage when writing.**	Draw or illustrate simple nouns and action verbs.	Write simple sentences. Subject/verb agreement may not be correct.	Write using the conventions of standard English grammar. a. Write and edit work so that it flows and is easy to read. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.	Write using the conventions of standard English grammar. a. Write and edit work so that it flows and is easy to read. b. Use parallel structure. c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type. b. Use parallel structure. c. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing.
EL.W.9-10.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Capitalize sentence beginnings. Use end punctuation, although some errors may be present or use may be inconsistent.	Use capitalization correctly. Use end punctuation although some errors may be present or use may be inconsistent. Spelling errors may be evident.	Demonstrate correct capitalization and punctuation use, including usage of colon to introduce a list or quotation. Some spelling errors may still be present.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use semicolons to link two or more closely related independent	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon to link two or more closely related independent clauses. b. Use a colon to introduce

					clauses. b. Use colons to introduce a list or quotation. c. Spell correctly.	a list or quotation. c. Spell correctly.
EL.W.9-10.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Draw or illustrate to express thoughts. Invented spelling may be evident.	Demonstrate ability to use written expression through simple sentences. A mix of words and drawings or illustrations may be used.	Write complete sentences to form a paragraph for a discipline-specific task and audience over an extended time frame.	Write well-organized, cohesive paragraphs appropriate to task, purpose and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Speaking & Listening Standards		**Level 1 Emerging**	**Level 2 Developing**	**Level 3 Approaching**	**Level 4 Proficient**	**Level 5 Mastery**
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.9-10.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Offer single-word responses that indicate agreement or disagreement (yes/no).	Respond in simple sentences when addressed and show engagement even with limited participation.	Fully participate in collaborative discussions, expressing ideas clearly, building on others' ideas. Come to discussions prepared, explicitly drawing on the information. Follow the rules of discussion, acknowledging others' information.	Follow the format of the discussion and participate in conversations through multiple exchanges building on others' ideas or expressing their own. Draw on prepared evidence and research during discussions. Pose and respond to questions to clarify and challenge others' ideas. Summarize the agreements and disagreements.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Be prepared to discuss, having read and researched material; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and

						decision-making, clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
EL.SL.9-10.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose/audience.**	Engage with media to comprehend the topic through pictures.	Engage with media and to learn information about a topic. Express facts learned in a few words and/or simple sentences.	Combine multiple sources of information and evaluate the accuracy of each source.	Combine multiple sources of information presented in diverse media or formats. Evaluate the credibility and accuracy of information recognizing reliable sources.	Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
EL.SL.9-10.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Provide a basic written, drawn, or spoken explanation about the speaker's topic.	Identify the speaker's argument/main point of emphasis.	Identify the speaker's argument/main point of emphasis and some evidence..	Identify the speaker's point of view, reasoning, evidence, powerful words, and identifying exaggerated evidence.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

EL.SL.9-10.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information, findings, and supporting evidence suitable to a specific purpose and audience.**	Provide a drawn or spoken finding about a familiar topic supported with details.	Produce phrases or simple sentences to present a finding (claim) supported by facts.	Present information (claim) and supporting evidence that is coherent, fits the purpose and is delivered with appropriate eye contact and adequate volume.	Present information (claim) and salient points that are clear and logical, are supported by evidence, fits the appropriate purpose, task, and audience, and is presented with appropriate eye contact, adequate volume, and clear pronunciation.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
EL.SL.9-10.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Listen to various conversations and determine which is informal or formal English. Use one-word responses, short phrases, and/or simple sentences in social conversations.	Produce simple sentences during social conversations and/or classroom discussions.	Distinguish between informal and formal English. Provide some examples of when to use formal English.	Recognize a context or task that requires formal English and use that register.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
EL.SL.9-10.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Use basic nouns and verbs to describe familiar surroundings and actions.	Use basic language that includes frequently occurring nouns, verbs and prepositions in simple sentences. (Subject-verb agreement may not be correct.)	Use a variety of phrases and clauses to add variety and interest with correct subject-verb agreement.	Demonstrate command of the conventions of standard English grammar and usage by speaking in parallel structure and utilizing various phrases and clauses to add variety and interest.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

EL.SL.9-10.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures of common items found within a school and/or home environment. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	Acquire high-frequency words and names of common items found within a school, home, and/or other familiar surroundings.	Acquire and produce grade-appropriate academic and domain-specific words and phrases.	Acquire and use grade-appropriate general academic and domain-specific words and phrases accurately. Demonstrate independence in gathering vocabulary knowledge and considering word choice important to comprehension.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening the post high school level; demonstrate independence in gathering vocabulary knowledge when considering a word important to comprehension or expression.

Ninth-Tenth Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)

absolute value function*	density*	function notation*	limit	periodicity*	standard deviation*
bisect*	diagonals*	functions	marginal frequency	polynomial	system of equations*
chords	dilation*	half-planes*	maxima or minima*	polynomial function*	tangent*
circumscribed figure*	displacement	induction	maximum*	range of a function*	theorems*
conditional relative frequency	domain*	inscribed	median of triangle*	rational exponent	transformation*
congruent*	end behavior of a graph	interval (function)*	midpoint*	rotation*	translation*
corresponding parts*	extraneous solution*	inverse*	minimum*	sine*	triangle congruence*
cosine*	factoring*	joint frequency	number systems*	special triangles*	trinomial

SCIENCE

Life Science

HS-LS1: Genes, Proteins and Tissues	**HS-LS1-5: Photosynthesis and Energy Transformation**	**HS-LS2-1: Carrying Capacity of Ecosystems**	**HS-LS2-4: Biomass and Trophic Levels**	**HS-LS3-1:Chromosomal Inheritance**	**HS-LS4-2: Four Factors of Natural Selection**
cell	absorb energy	boundary (space)	biomass	chromosomes	biological evolution
essential life functions	carbon dioxide	carrying capacity	consumers	DNA	
gene	chemical bonds	climate	ecological pyramids (energy, biomass, numbers)	DNA replication	competitive advantage
organism	chemical energy	competition	energy flow	environmental factors	four factors (reproduction, genetic variation, selection, variation in fitness)

protein	energy transformation	disease	matter cycling	genetic variation	limited resources
structure and function	light energy	ecosystems	organisms	**HS-LS3-2: Inheritable Genetic Variation**	**HS-LS4-3:Adaptation of Populations**
structure of DNA	matter	interdependent limiting factors	producers	inheritance	adaptation
tissue	oxygen	populations	trophic levels	meiosis	distribution of traits
HS-LS1-2: Interacting Body Systems	photosynthesis	predation	**HS-:LS2-6: Ecosystem Dynamics, Functioning, and Resilience**	mutations	heritable trait
body systems	release energy	resources	disruptions	other functions (regulatory, structural, unknown)	natural selection
function (nutrient uptake, water delivery, response to stimuli)	sugar	scale, proportion, quantity	extreme (volcanic eruption, sea level rise)	parents and offspring	**HS-LS4-4: Natural Selection Leads to Adaptation**
multicellular organism	water	**HS-LS2-2: Biodiversity and Populations in Ecosystems**	modest (moderate hunting, seasonal flood)	proteins	abiotic (range of seasonal temperature, light, acidity, geographic barriers, long-term climate change)
organ	**HS-LS1-6: Formation of Carbon-Based Molecules**	biodiversity	new ecosystem	traits	biotic (evolution of other organisms, invasive species)
system interaction	amino acids	factors	resilience	**HS-LS3-3: Variation and Distribution of Traits**	environmental change
HS-LS1-3:Feedback Mechanisms and Homeostasis	carbon-based molecules (proteins, DNA)	interactions	stable conditions	distribution	gene frequency
cellular division (mitosis)	chemical reactions	living (competition, resources)	**HS-LS2-7: Human Impact Reduction Solution**	expression factors	natural selection
chromosomes	energy and matter	non-living (climate, light, space)	human activities	frequency	**HS-LS4-5: Environmental Change - Speciation and Extinction**
differentiation	hydrocarbon backbones	**HS-LS2-3: Matter Cycling and Energy Flow**	negative effects on environment and biodiversity	genetic factors	environmental change (deforestation, fishing, application of fertilizers, drought, flood, rate)
external conditions	new cells	aerobic respiration	reducing impact	population	extinction
feedback mechanism	**HS-LS1-7: Cellular**	anaerobic respiration	stability and change	variation	species emergence

(positive, negative)	**Respiration and Energy Transfer**				
fertilized egg	cellular respiration	energy flow	**HS-LS2-8:Social Interactions and Group Behavior**	**HS-LS4-1: Evidence of Common Ancestry and Diversity**	species expansion
gene expression	chemical bonds	matter (food, oxygen, carbon dioxide, water)	cause and effect	amino acid sequences	**HS-LS4-6:Human Impact on Biodiversity Solution**
growth	food oxygen	matter cycling	group behavior (flocking, schooling, cooperative hunting, migrating, swarming)	anatomical and embryological similarities	design solution
homeostasis	life processes		individual behavior	biological evolution	endangered species
internal conditions			individuals	common ancestry	human impact
parent and daughter cells			species	DNA sequences	mitigate adverse impacts
stability and change			survival and reproduction	empirical evidence	threatened species
system models				fossil record	
Earth Science					
HS-ESS1-1: Nuclear Fusion and the Sun's Energy	**HS-ESS1-5: Evidence of Plate Tectonics**	**HS- ESS2-1: The Creation of Landforms**	**HS-ESS2-4: Energy Variation and Climate Change**	**HS-ESS3-2: Cost-Benefit Ratio Design Solutions**	**HS-ESS3-5: Climate Change and Future Impacts**
energy transfer	ages of rocks	causal agents	atmospheric circulation	constraints (cost, safety, reliability, aesthetics, cultural effects, environmental effects)	chemical composition (ocean pH)
fusion	boundaries	constructive forces (volcanism, tectonic uplift, orogeny)	climate change	cost-benefit ratio	climate change
helium	continental crust	destructive mechanisms (weathering, mass wasting, coastal erosion)	Earth's orbit	design solutions (agriculture, mining, etc.)	climate impact (sea level, glacial ice volumes, atmosphere composition, ocean composition)
hydrogen	continental centers	geographic scale	Earth's systems	energy production	climate observations
lifespan of sun	crustal rocks	internal processes (volcanism, mountain building, tectonic uplift)	energy (input, output, storage)	energy resource (developing, managing, utilizing)	Earth's systems (hydrosphere, atmosphere, cryosphere, geosphere, biosphere)

radiation	formation of new rock	land features (mountains, valleys, plateaus)	factors (Earth's orbit, solar output, ocean circulation, volcanic activity, human activity, vegetation cover)	mineral resource (developing, managing, utilizing)	environmental degradation
scale	magma	model	glaciation	resource extraction	environmental stability
solar flare	mid-ocean ridges	sea-floor features (trenches, ridges, seamounts)	global climate	resource management (conservation, recycling, reuse)	forecast
sun's core	oceanic crust	stability and change (temporal and spatial)	orientation of Earth's axis	societal needs (energy and mineral resources)	geoscience data
HS-ESS1-2: The Big Bang Theory	pattern	surface processes (weathering, erosion)	regional climate	**HS-ESS3-3: Biodiversity, Natural Resources, and Human Sustainability)**	global climate models (computational simulations)
3H/1 He ratio	plate boundaries	time scales (long/plate drift, short/volcanic eruption)	**HS-ESS2-5: Interactions of the Hydrologic and Rock Cycles**	biodiversity (increase, decrease	irreversible
atoms	plate tectonic activity	**HS-ESS2-2: Feedback in Earth's Systems**	biogeochemical cycles	human population sustainability	physical parameters (temperature, precipitation, sea level)
Big Bang theory	plate tectonics	causal agents	chemical weathering	management	reversible
cosmic background radiation	radioactive decay	claim	cycling of carbon	natural resources	**HS-ESS3-6: Human Impact on Earth's Systems**
energy and matter	radiometric dating	climate feedback	Earth's materials	simulation	computer simulation
galaxy	ratio of parent to daughter atoms	decreasing (stabilizing)	erosion	stability and change	Earth's systems (hydrosphere, atmosphere, cryosphere, geosphere, biosphere)
high-energy collisions	subduction zones	Earth's surface	evolution of Earth's systems	**HS-ESS3-4: Reducing Human Impact Design Solutions**	global warming
matter in the universe	**HS-ESS1-6: Evidence of the Earth's History**	Earth's systems (hydrosphere, cryosphere, atmosphere, biosphere, geosphere)	evolution of life on Earth	agricultural efficiency	human impacts
motion of distant galaxies	4.6 billion years ago	geoscience data	first photosynthetic organisms	engineers	ocean acidification

neutron	ancient materials (moon rocks, meteorites, Earth's oldest minerals)	human activity	hydrologic cycle	environmental engineering	**HS-ESS3-1: Global Impacts on Human Activity**
proton	bombarded by impacts	increasing (destabilizing)	properties of water (heat capacity, density in liquid and solid states, polar nature)	human impacts (pollution, waste, ecosystem degradation, etc.)	cause and effect
red shift	Earth	measurements	recrystallization	levels of conservation	climate affect
stars (hydrogen, helium, heavier elements)	Earth rocks	positive/negative feedback	rock cycle	natural systems	human activity
universe	Earth's history	surface feedback	solubility	per-capita consumption	human society (population size, migration,
HS-ESS1-3: Stellar Nucleosynthesis	erosion	unanticipated effect	stream deposition	scientists	interior processes (volcanic eruptions, volcanoes)
nucleosynthesis	impact craters	unintended effect	stream transportation	technological solution	natural hazards
mass of a star	plate tectonic processes	**HS- ESS1-4: Orbital Motions**	surface processes (mechanical effects, chemical effects)	**HS-ESS2-3: Cycling of Matter in Earth's Interior**	natural resource availability
Supernova explosions	plate tectonics	Kepler's first law of planetary motion		Earth's interior	natural resources (freshwater, soil, fuels)
star lifetime stages	radiometric dating	Kepler's second law of planetary motion		magnetic field	severe weather (hurricanes, floods, droughts)
elements (He-Li - early universe, Be-Fe - stellar fusion, >Fe - Supernova)	solar system	Kepler's third law of planetary motion		mantle convection	
energy and matter	stability and change	objects (planets, moons, spacecraft)		plate activity	
	volcanism	orbital distance		radial layers (crust, mantle, liquid outer core, solid inner core)	
		orbital motion		radioactive decay	
		orbital period		seismic waves	
		solar system		thermal energy	

SOCIAL STUDIES					
"Renaissance and Reformation - approx. 1300-1600"					
Catholicism	Florence	Italian Renaissance	Machiavelli	Northern Renaissance	secular
city-states	Germany	Italy	Martin Luther	Papal States	Sir Thomas More
Council of Trent	Henry VIII	Johannes Gutenberg	Michelangelo	predestination	Spain
Counter Reformation	humanism	John Calvin	Milan	Protestantism	Venice
Diet of Worms	indulgences	Leonardo da Vinci	moveable type	Reformation	William Shakespeare
England	Inquisition	Lorenzo de Medici	Ninety-Five Theses	Renaissance	
"Exploration and Expansion - approx. 1450 - 1700"					
Africa	capitalism	fall of Constantinople	Middle Passage	Safavid Empire	the Americas
Akbar the Great	Christopher Columbus	gunpowder empire	Ming voyages	samurai	Tokugawa Shogunate
Atlantic Slave Trade	circumnavigation	Incas	Ottoman Empire	Spain	Treaty of Tordesillas
Aztecs	Columbian Exchange	Islam	Portugal	Suleyman the Magnificent	triangular trade
Bartoleme' de las Casas	conquistadors	Manila galleons	Qianlong	Tajmahal	Zheng He
Buddhism	Florence	mercantilism	Qing Dynasty	Tenochtitlan	
"Changes in Europe - approx. 1550-1770"					
absolute monarchy	Elizabeth I	Francois-Marie Arouet (Voltaire)	Oliver Cromwell	Spain	Vindication of Rights of Women
Catherine the Great	England	Galileo Galilei	Peace of Augsburg	Spanish Armada	
commonwealth	Enlightenment	Jean-Jacques Rousseau	salons	St. Petersburg	
constitutional monarchy	English Civil War	John Locke	scientific method	Thirty Years' War	
Edict of Nantes	France	Louis XIV	Scientific Revolution	Thomas Hobbs	
"Revolution and Reform - approx. 1750-1850"					
Admiral Horatio Nelson	conservatism	France	Karl Marx	Napoleon Bonaparte	Russia
American Revolution	counterrevolution	First, Second, and Third Estates	liberalism	Napoleonic Wars	Russian Campaign
balance of power	Declaration of the Rights of Man and of the Citizen	French Revolution	Louis XVI	nationalism	Saint Helena
Battle of Trafalgar	Duke of Wellington	Great Britain	Louisiana Territory	popular sovereignty	Storming of the Bastille
Charles Maurice de Talleyrand	Elba	Haitian Revolution	Marie Antoinette	Reign of Terror	Vienna
Congress of Vienna	Egypt	inalienable rights	Maximilien Robespierre	Revolutions of 1848	Waterloo

"Industrial Revolution - 1750-1881"					
Adam Smith	communication growth (telegraph,telephone)	entrepreneurs	Ireland	Luddites	transportation growth (steamships, railroads, automobiles, airplanes)
agricultural revolution	communism	Great Britain	Irish Potato famine	romanticism	United States
Albert Einstein	development of Steam Engine	growth of coal mining and labor unions	Joseph Lister	Sigmund Freud	urbanization
Charles Darwin	development of Bessemer Process	impressionism	laissez-faire	suffrage	
cities (London, Paris, New York, Chicago)	Emmaline Pankurst	industrialization	Louis Pasteur	Thomas Malthus	
"Nationalism and Imperialism - approx. 1800 - 1910"					
1911 Chinese Revolution	Boxer Rebellion	Giuseppe Garibaldi	Japan	Otto van Bismarck	Simon Bolivar
Africa	China	Haiti	Meiji Restoration	Prussia	Social Darwinism
anti-colonialism	Dreyfus Affair	imperialism	Mexico	Russia	Sun Yixian
Austria	Ethiopia	India	nationalism	Russo - Japanese War	Touissant L'Ouverture
Berlin Conference	Emperor Meiji	Indian National Congress	Opium Wars	scramble for Africa	Zionism
Boer War	German unification	Italian unification	Ottoman Empire	Sepoy Mutiny	
"The World at War - approx. 1910-1950"					
Adolph Hitler	Benito Mussolini	Holocaust	Manchurian incident	Spanish Civil War	use of the atomic bomb
alliances	Bolsheviks	home front	Mao Zedong	Spanish influenza	Vladimir Lenin
Allied Powers	Central Powers	invasion of Poland	Middle East mandates	theaters of war	Weimar Republic
appeasement	fascism	isolationism	militarism	totalitarianism	Western Front
assassination of Franz Ferdinand	Franklin Roosevelt	Joseph Stalin	Mustafa Ataturk	total war	Winston Churchill
Balfour Declaration	genocide	Long March	Russian Revolution	Treaty of Versailles	
Battle of Britain	Hideki Tojo	Mahatma Gandhi	Soviet Union	trench warfare	
"Cold War and Beyond - approx. 1945 - present"					
Africa (South Africa, Horn of Africa, North Africa)	creation of Israel	Eastern Europe	Haile Selassie	Lech Walesa	Soviet Union
Apartheid	Cuba	emerging economies of the world	Harry Truman	Margaret Thatcher	United Nations
Asian Tigers (South Korea, Hong Kong, Taiwan,	Cuban Missile Crisis	establishment of the European Union	human rights	Mikhail Gorbachev	United States

Singapore)					
Cold War	Cultural Revolution in China	ethnic cleansing	independence of African nations	Nelson Mandela	Velvet Revolution
collapse of the Soviet Union	desertification	Fidel Castro	Joseph Stalin	Pakistan	Vietnam War
countries of the Middle East (Israel, Iran, Iraq, Egypt)	dictatorships	Gamal Abdel Nasser	Juan Peron	South America (Argentina, Chile, Venezuela)	Yugoslavia
"World Regions"					
"Saharan Africa"- West Africa, East Africa, Central Africa, Southern Africa	"Australia, Antarctica, and the Pacific World" - Australia, New Zealand, Pacific Islands, Antarctica	"Europe"- Southern Europe, West-Central Europe, Eastern Europe, Russia	"Latin America"- Mexico, Central America and Caribbean Islands, Caribbean South America, Pacific South America, Atlantic South America"	"North Africa and the Middle East" - North Africa, the Eastern Mediterranean, Arab Peninsula	"North and Central Asia" - Central Asia, China, Mongolia, Taiwan, Japan, Koreas
"South Asia" - India, Pakistan, Bangladesh, Himalayan and Island Countries, Mainland Southeast Asia, Southeast Island Asia					
"Geography Themes and Skills"					
absolute and relative location	deserts	geographic information systems (GIS)	latitude	physical region on map/globe	river systems
Arctic and Antarctic Circles	dynamic mapping systems	glacier	location	place	satellite mapping
beliefs	dynamic relationships	global positioning systems (GPS)	main minority groups	plains	strait
boundaries	economics	government	meridians	plateaus	Tropics of Cancer and Capricorn
cardinal directions	ecosystems	hills	migration	poles	valley
choices and consequences	environmental trends and issues	human/environment interaction	mountain ranges	political region on map/globe	weather
climate	equator	ideas and diversity	movement	Prime Meridian	
compass rose	evaluate	immigration	nation	region	
continents	examine	intermediate directions	oceans	religion	
continuity and change	exploited resources and	International Date Line	peninsula	resources	

	people				
demographics	general culture	language	physical features	rights and responsibilities	
ENGLISH LANGUAGE ARTS					
absolute phrase	collaborate	distorted evidence	independent clause	participial phrase	semicolon
active voice	collaborative discussions	divergent perspectives	indicative mood	participle	sensory detail
adjectival phrase	collegial discussion	diverse perspectives	inference	personification	sensory language
adverbial phrase	colon	domain-specific vocabulary	infinitive	persuasive writing	setting
affix	comma	dramatic irony	informative text	persuasively	social motive
agreement	commercial motive	dramatization	interpretation	plagiarism	sonnet
allegory	concluding statement	editing	interrogative mood	planning	subjunctive mood
allusion	concrete details	elaboration	irrelevant evidence	plot	suffix
analogies	conditional mood	ellipsis	justify	point of view	summary
analysis	conflicting evidence	epic	literary	political motive	surprise
anecdote	connotation	etymology	literary significance	precise language	suspense
antagonist	connotative meaning	event sequence	live production	prefix	syntax
appeals	context credibility	explicit	medium	prepositional phrase	synthesize
argument	counter argument	exposition	monologue	print source	tables
aesthetic impact	counterclaim	fallacious reasoning	mood	protagonist	technical meaning
audience	credibility	figurative meaning	multimedia	public advocacy	tension
bias	dash	formal style	mystery	publish	textual evidence
bias	data gathering	formatting	narrative techniques	punctuation	theme
capitalization	debate	gerund	narrative text	quotations	thesis statement
central idea	decision-making	graphics	narrator	reflection	tone
characters	democratic discussions	headings	nuance	relevant evidence	transitions
charts	denotation	historical significance	objective tone	research	verb mood
citation	denotative meaning	humor	omission	revising	verb voice
cite	dependent clause	hyperbole	opposing claims	rewriting	verbal
claim	derivation	hyphenation	pacing	rhetoric	word choice
coherent order	dialogue	imperative mood	paradox	rhetorical features	
cohesion	digital source	implicit	parallel structure	root word	
cohesion	disagreement	incident	paraphrase	salient points	

Academic Vocabulary (Tier 2)					
abdicate	compensate	emerge	hence	notion	reliable
albeit	compile	enable	impede	notwithstanding	resolve
alternate	comprehensive	encounter	implicit	nuance	sequential
ambiguous	comprised of	enhance	incidental	orient	sidnify
apparently	conceive	ensure	inclination	paradigm	specifically
approximately	conform	entity	incontrovertible	parameter	subsequent
arbitrary	constrain	exceed	inevitable	perceive	subsidize
attain	convene	exemplify	infinite	persistent	supplement
attribute	delineate	explicit	inherent	plausibility	supplementary
beneficial	derive	extensive	initiate	plethora	sustain
capability	despite	facilitate	integral	preliminary	tangible
cease	deviate	feasible	intrinsic	presumably	undergo
cohesion	devote	finite	invoke	prohibit	varied
coincide	discrete	fluctuate	irrelevant	refine	verify
colleagues	distort	forthcoming	manipulate	relevant	
commence	duration	given that	nevertheless	reliability	
High Frequency Words (Tier 1)					
addition	crops	fun	movement	science	supply
army	crowd	guess	necessary	sell	terms
bell	current	hat	observe	send	thick
belong	doctor	hit	park	sense	thin
block	dollars	indicate	particular	seven	thus
blood	eight	industry	planets	sharp	tied
blow	electric	insects	poem	shoulder	tone
board	elements	interesting	pole	sight	trade
bones	enjoy	Japanese	position	silent	tube
branches	entered	lie	process	soldiers	value
cattle	except	lifted	property	spot	wash
chief	exciting	loud	provide	spread	wasn't
compare	expect	major	rather	stream	weight
compound	famous	mall	rhythm	string	wife
consider	fit	meat	rich	suggested	wings
cook	flat	mine	safe	swim	won't

11th-12th GRADE ENGLISH LANGUAGE STANDARDS

Reading Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.RF.11-12.2	**Demonstrate understanding of spoken words, syllables, and phonemes.**	Produce primary sound for some of the 26 letters. Recognize some consonant and vowel sounds by saying the letter name, when prompted.	Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by saying the letter name and stating if the sound is short or long with support.	Identify short and long vowel sounds in spoken single-syllable words with minimal support. Decode single-syllable words by blending all phonemes with support. Identify and produce initial and medial vowels, including final phonemes in spoken single-syllable words with support.	a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending phonemes, including consonant blends. c. Isolate and produce initial, medial vowel, and final phonemes in spoken single-syllable words. d. Orally segment single-syllable words into their complete sequence of phonemes	Mastery of this standard is expected at Grade 2. The progressions are included for those students beyond Grade 2 who have not yet mastered this standard.
EL.RF.11-12.3	**Know and apply grade-level phonics and word analysis skills in decoding words.**	Recognize initial, medial, and final consonant sounds by pointing to corresponding printed letters and saying the letter name. Recognize medial short vowel sounds in CVC words and long vowel sounds in CVCe words by pointing to corresponding printed letters and saying the letter name. Recognize	Recognize common consonant and vowel digraphs by selecting corresponding printed ones. Decode by blending phonemes and recognize high-frequency words within simple text with support. Identify number of syllables in a single word by clapping for each vowel sound. Select correct inflectional endings for	Apply knowledge of all letter-sound correspondences with minimal support. Change word meaning by selecting appropriate grade-level common prefixes and derivational suffixes for roots with minimal support. Identify inconsistent but common spelling-sound correspondences with support. Read	Employ grade-level phonics and word analysis skills in decoding words within the lower range of the grade-level band for literal and abstract text. Change word meaning by applying appropriate grade-level affixes, including Latin suffixes (ible, able, ation) to roots with little to no support. Read unfamiliar multisyllabic	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.

		high-frequency words within simple text relying heavily on pictures.	roots (-ed, -ing, -s) with support.	unfamiliar multisyllabic words accurately in context and out of context with support.	words accurately in context and out of context without support.	
EL.RF.11-12.4	**Read with sufficient accuracy and fluency to support comprehension.**	Echo read a short sentence or paragraph to approximate the model reader in accuracy, rate, and expression.	Read decodable text with expression while relying on picture clues for accuracy and understanding with some prompting and support.	Read near grade level text with some errors and some dis-fluency while relying on strategies such as pictures, context to confirm understanding and rereading to self-correct with support, if needed.	Read on-level texts with purpose and understanding with accuracy, appropriate rate, and expression by rereading when necessary with some errors and self correction.	Mastery of this standard is expected at Grade 5. The progressions are included for those students beyond Grade 5 who have not yet mastered this standard.
EL.R.11-12.1	**Read closely through multiple interactions with a text in order to determine what the text says explicitly and to make logical inferences; cite specific textual evidence when writing or speaking to support conclusions.**	Point to a picture and/or a single word in response to a direct text-dependent question.	Match flagged sentences in the text to direct text-dependent questions	Cite textual evidence in response to an explicit text-dependent question.	Cite textual evidence in response to explicit or implicit text-dependent questions.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
EL.R.11-12.4	**Recognize the ways in which the author's word choice and use of figurative language deliberately influences meaning, tone, or mood within the context of the text.**	Match tone word or phrase from read aloud text by pointing to pictures depicting various emotions.	Match tone words and/or phrases from designated read aloud text with definitions.	Point out words and phrases used in text that strongly influence the meaning or tone .	Point out words and phrases used in text that strongly influence the meaning or tone and determine their meaning (including figurative, connotative, and multiple meaning words/phrases).	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is engaging.

EL.R.11-12.8	**Follow the logic of an argument based on the validity of the claim and evidence presented.**	Identify various parts of the world (ex. continents, countries) and the United States of America when provided with a map or globe.	Produce a single word or phrase to explain an important fact about the United States of America or the world after listening to text.	Produce complete sentences to explain the purpose or argument of an important United States of America or world text.	Present the fundamental purpose, arguments, or premises that are important for one to understand after repeated interaction with an important United States of America and'/or world text.	Delineate and evaluate the reasoning in seminal U.S. and world texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.
EL.R.11-12.10	**Apply their knowledge of language and how it works to a variety of contexts and situations.**	lOffer single-word responses that can indicate agreement or disagreement (yes/no), draw, and/or point to pictures indicating preference of career choices.	Use vocabulary words from text to better comprehend the text and write about it.	Use knowledge about words and language to comprehend basic text and write basic text.	Use knowledge about language and how it functions to better comprehend text and write meaningful, effective text.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading.
EL.R.11-12.11	**Understand vocabulary and word use in a variety of contexts by consistently building knowledge of new words, as well as employing strategies for determining meanings of unfamiliar words.**	Use context clues or reference material (picture of elementary level) to understand words.	Determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning.	Determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning or part of speech of a word or phrase.	Determine the meaning of unknown words and phrases by using context clues or consulting reference material to understand or verify the meaning, part of speech or etymology of the word or phrase.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grades 11–12 reading and content, choosing flexibly from a range of strategies. a. Use context as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech. c. Consult general and specialized reference materials, both print and digital, to find the

						pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase.
EL.RI/L.11-12.12	**Understand word meanings, and nuances in word meanings when reading.**	Match a picture with a picture representing the opposite meaning.	Give a word with the same or opposite meaning when given a related word.	Demonstrate understanding of synonyms and antonyms and some figurative language.	Demonstrate understanding of figurative language, synonyms/antonyms, and nuanced meanings of words.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
EL.R.11-12.13	**Interpret meaning from a variety of texts on their own.**	Point to a picture or sight word in a simple story.	Read simple paragraphs and stories.	Use reading strategies, modified text to read appropriate nonfiction and literature.	Read and comprehend appropriate nonfiction and literature, including stories, dramas, and poems at the lower range of the grade-level band of quantitative and qualitative complexity for Grade 11-12.	Read and comprehend grade-level appropriate nonfiction and literature, including stories, dramas, and poems.

Writing Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.W.11-12.4	**Create texts appropriate for specific purposes, audiences, and tasks.**	Produce writing that consists of copied text or simple words about an event or topic with a lot of support and scaffolding.	Produce writing that shows some organization with regard to task and audience.	Produce writing that begins to develop an idea with organization included that is relevant to the the task and audience.	Produce organized writing that develops an idea, uses the writer's voice, and is appropriate for task and purpose.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EL.W.11-12.10	**Accurately and effectively use standard English grammar and usage when writing.**	Draw or illustrate simple nouns and action verbs.	Write complete sentences. Subject/verb agreement may not be correct.	Write various types of sentences (ex. simple, compound, complex) in composing essays for appropriate tasks and purposes.	Write using the conventions of standard English grammar. a. Vary sentence composition for effect. b. Apply knowledge that written language usage changes over time and according to task, purpose, and audience.	Demonstrate command of the conventions of standard English grammar and usage when writing. a. Vary syntax for effect, consulting references for guidance as needed. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. c. Resolve issues of complex or contested usage, consulting references as needed.
EL.W.11-12.11	**Accurately and effectively use the mechanics of standard English for the purpose of productive communication.**	Capitalize sentence beginnings. Use end punctuation, although some errors may be present or use may be inconsistent.	Use capitalization correctly. Use end punctuation although some errors may be present or use may be inconsistent. Spelling errors may be evident.	Demonstrate correct capitalization, punctuation, and spelling, including usage of hyphens.	Demonstrate command of standard English capitalization, punctuation, and spelling when writing. a. Hyphenation conventions may be used, but with errors. b. Most spelling is correct.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
EL.W.11-12.12	**Write routinely over varied time frames for a range of tasks, purposes, and audiences.**	Draw or illustrate to express thoughts. Copy and/or write words/phrases for a purpose over short time frames. Invented spelling may be used.	Demonstrate ability to use written expression through simple sentences. A mix of words and drawings or illustrations may be used.	Write complete sentences to form a paragraph for a discipline-specific task and audience over an extended time frame.	Write well-organized cohesive paragraphs appropriate to task, purpose and audience.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

Speaking & Listening Standards		Level 1 Emerging	Level 2 Developing	Level 3 Approaching	Level 4 Proficient	Level 5 Mastery
		By the end of each English Language Performance Level, an English Language Learner will be able to...				
EL.SL.11-12.1	**Engage in civil discourse, and express original ideas professionally, clearly, and persuasively in a variety of settings and with diverse partners who both agree and disagree with their point of view.**	Offer single-word responses that indicate agreement or disagreement (yes/no).	Respond in simple sentences when addressed and show engagement even with limited participation. Follow the rules of discussion.	Participate in the discussion by exchanging ideas and comments and responding to and/or asking questions.	Follow the format of the discussion and participate in conversations through multiple exchanges building on others' ideas or expressing their own.	Fully participate in collaborative discussions, exchanging ideas, comments, questions, information and observations fluently.
EL.SL.11-12.2	**Synthesize information presented in diverse media and formats, assessing its relevance and accuracy according to purpose and audience.**	Engage with media to comprehend a topic through pictures.	Engage with media to learn information about a topic. Express facts learned in a few words and/or simple sentences.	Combine multiple sources of information and evaluate the accuracy of each source.	Combine multiple sources and formats of information to make decisions and solve problems. Know to utilize credible sources and data.	Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
EL.SL.11-12.3	**Objectively assess the relevance, accuracy, and validity of a speaker's claim and supporting evidence.**	Provide a basic written, drawn, or spoken explanation about the speaker's topic.	Identify the speaker's argument/main point of view or emphasis.	Identify the speaker's argument, main point of view and emphasis and some powerful words used.	Identify the speaker's point of view, reasoning and evidence, powerful words, point of emphasis and general tone or feel of the speech.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
EL.SL.11-12.4	**Prepare a variety of presentations, each with a clear line of reasoning, meaningful organization, appropriate style, including information,**	Draw a picture or provide a basic description of a personal experience.	Produce an opposing viewpoint using a supporting detail for a specific audience.	Present information from one point of view supported with clear evidence for a specific purpose and audience.	Present information that includes opposite viewpoints supported by evidence and that is clear and appropriate to purpose and audience.	Present information addressing opposing viewpoints and using supporting evidence, clearly, concisely, and logically for a specific purpose, audience, and task.

	findings, and supporting evidence suitable to a specific purpose and audience.					
EL.SL.11-12.6	**Effectively adapt speech to fit a variety of contexts and communication situations.**	Listen to various conversations and determine which is informal or formal English. Use one-word responses, short phrases, and/or simple sentences in social conversations.	Produce simple sentences during social conversations and/or classroom discussions.	Distinguish between informal and formal English. Participate in role playing scenarios and decide which register is appropriate.	Demonstrate fluent command of English appropriate to a variety of situations and tasks.	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
EL.SL.11-12.7	**Accurately and effectively use standard English grammar and usage when speaking.**	Use basic nouns and verbs to describe familiar surroundings and actions.	Use basic language that includes frequently occurring nouns, verbs, and prepositions in simple sentences. (Subject-verb agreement may not be correct.)	Produce various types of sentences (ex. simple, compound, complex) in presentations for appropriate tasks and purposes.	Demonstrate command of the conventions of standard English grammar and usage when speaking. a. Vary sentence composition for effect. b. Apply knowledge that spoken language usage changes over time and according to task, purpose, and audience.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Vary syntax for effect, consulting references for guidance as needed. b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
EL.SL.11-12.8	**Use a variety of context-appropriate words in a range of situations, and engage in effective strategies for determining word meanings and adding new words to a personal vocabulary bank.**	Offer single-word responses that indicate agreement or disagreement, draw, and/or point to pictures of common items found within a school and/or home environment. Repeat names of these frequently used words or remain in silent period absorbing surroundings.	Acquire and produce high-frequency words and names of common items found within a school, home, and/or other familiar surroundings.	Acquire and produce grade-appropriate academic and domain-specific words and phrases.	Acquire and use grade-appropriate general academic and domain-specific words and phrases accurately. Demonstrate independence in gathering vocabulary knowledge and considering word choice important to comprehension.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Eleventh-Twelfth Grade Candidate Vocabulary Words for Instruction

The Tier 2 and 3 words, nor the Tier 1 words for that matter, included in this document are NOT included as lists of words to be memorized. They are included because they are words found in the various Kansas Academic Content Standards documents (ELA, Math, Science and History-Government and Social Studies) or other academic words that students might not know which are important to the grade level standards and useful in helping students understand the content or exercise the skills of those disciplines. They are included to raise awareness of the vocabulary capacity students need to comprehend and communicate about the Kansas Academic Standards at their grade level. They represent the real demand of the English language in our schools. They reinforce that vocabulary instruction is not only imperative for ELs, it is important for all students.

These tiered lists are simply candidate words for instruction. Thinking in terms of tiers is just a starting point to vocabulary instruction - a way of framing the task of choosing candidate words for instruction. The task of choosing words is one meant to be executed at the classroom level so it can match the student need with the academic/learning goals.

Domain-Specific Vocabulary (Tier 3)

MATH (*identified in Kansas Math Standards)

Grade 11

causation*	conjugates	decay*	exponential function*	matrices	remainder theorem
complex conjugate*	correlation*	determinant*	extreme values	parabola*	square root function*
complex number*	cube root function*	determinants	logarithm*	quadratic*	

Beyond Grade 11

amplitude*	composition of functions*	horizontal asymptote*	modulus*	randomization	trigonometric function*
arithmetic sequence*	conditional probability*	hyperbola*	normal curve	rational function*	trigonometric laws*
arithmetic series*	constant of proportionality	imaginary numbers	normal distribution*	recursive function*	vector*
asymptotes	directrix	independent events*	Pascal's triangle*	residuals	vertical asymptote*
auxiliary line*	dissection	inscribed figure*	period	scalar*	
Binomial Theorem	focus	magnitude*	permutation*	step function*	
Cavalieri's Principle	fundamental	margin of error	piecewise functions*	tangent line*	
combinations*	Geometric series*	matrix*	polar form	Theorem of Algebra	
complex plane*	Geometric sequence*	midline	radian*	treatments	

SCIENCE

Engineering Design

HS-ETS1-1: Global Challenge Solutions		**HS-ETS1-2: Problems Solved through Engineering**	**HS-ETS1-3: Evaluate Solutions with Constraints**	**HS-ETS1-4: Model Impact on Systems**	
analyze	rationale for why	complex real-world problem	barriers	complex real-world problem	simulation limitations
consequences	societal needs and wants	constraints	complex real-world problem	computer simulation	solutions

global scale		criteria	criterion/criteria	cost/benefit	variables
humanity		engineering	evaluation	expected results	
local scale		subproblems	factors (cost, safety, reliability, aesthetics)	interpretation	
major global problem		trade offs	impacts (social, cultural, environmental)	logical inputs	
qualitatively			optimum	predict	
quantitatively			priorities	scientific principle/relationship	
Physical Science					
HS-PS1-1: Valence Electrons and Properties of Elements	**HS-PS1-3: Electrical Forces and Bulk Scale Structure**	**HS-PS1-7: Conservation of Atoms in Chemical Reactions**	**HS-PS2-2: Conservation of Momentum**	**HS-PS2-5: Electric Current and Magnetic Fields**	**HS-PS4-1: Wave Properties in Various Media**
atoms	bond energy of products	atomic scale	Conservation of Momentum	causal; not correlational	cause and effect
electrons (negatively charged)	bond energy of reactants	atoms (molecules, ions)	interaction (collision, explosion)	cause and effect	frequency
elemental properties (reactivity of metals, types of bonds formed, of bonds formed,reactions with oxygen)	bonds	balanced chemical equation	macroscopic bodies	electric circuit	media
elements	bulk properties (melting point, boiling point, vapor pressure, surface tension)	chemical reaction	mass	electric current	relationship
neutrons	bulk scale structure	conservation of mass	momentum	magnet	speed
nucleus (positively charged)	chemical reaction	macroscopic scale	systems, boundary, objects	magnetic field	wave properties
Periodic table	chemical reaction system	mass	velocity	**HS-PS2-6: Molecular-Level Structure of Designed Materials**	wavelength
protons	chemicals	matter	**HS-PS2-3: Reducing Force in Collisions Device**	designed materials	waves
reactivity	electrical forces between particles	moles	cause and effect	electric charges	**HS-PS4-2: Transmission and Storage of Information**

valence electrons	kinetic energy	reactants and products	collision	electrons (delocalized/freer in metals)	digital storage
HS-PS1-2: Simple Chemical Reactions	particles (ions, atoms, molecules, networked materials)	**HS-PS1-8: Fission, Fusion, and Radioactive Decay**	design solution	intermolecular forces (attractive, repulsive)	digital transmission
bonds (ionic and covalent)	patterns	decay	force	macroscopic properties (material strength, conductivity, reactivity, state of matter, durability)	digitized information
chemical properties	potential energy	fission	impulse	molecular-level structure	system stability
chemical reaction (sodium and chloride, carbon and oxygen, carbon and hydrogen)	surroundings	fusion	macroscopic object	**HS-PS3-3: Energy Conversion Device Design**	**HS-PS4-3:Wave-Particle Duality of Electromagnetic Radiation**
electronegativity	thermal (kinetic) energy	nuclear chemistry	minimize force	device (wind turbine, solar cell, generator)	electromagnetic radiation (radio, microwave, light)
main group elements	total bond energy	nuclei merge	momentum	efficiency	material
patterns	**HS-PS1-5: Collision Theory and Rates of Reaction**	nuclei split	**HS-PS2-4: Gravitational and Electrostatic Forces Between Objects**	energy	particle model
patterns	chemical bonds	nucleus	Coulomb's Law	energy conversion	phenomena (interference, photoelectric effect)
Periodic table	chemical reaction	number of neutrons	distance	energy loss	system models
reactants and products	colliding particles	number of protons	electric charge (positive, negative)	**HS-PS3-4: The Second Law of Thermodynamics**	wave model
reaction type (formation of ionic compound, combustion of hydrocarbons)	collision theory	radioactive decay	electrostatic force (attraction and repulsion)	closed system	wave-particle duality
valence electrons	concentration	**HS-PS3-2: Macroscopic Energy Due to Particle Position and Motion**	gravitational field	components	**HS-PS4-4: Absorption of Electromagnetic Radiation**
HS-PS1-6: Increased Products Design Solution	kinetic energy	conservation of energy	gravitational force (attraction)	Second Law of Thermodynamics	absorption by matter
chemical reaction systems	molecules	energy and matter	mass	temperature	electromagnetic radiation (radio, light, UV, X-ray)

concentration	rate of reaction	energy flow	Newton's Law of Gravitation	thermal energy	Ionization
design solution	reactants and products	energy in fields	objects	uniform energy distribution	photon
equilibrium	temperature	macroscopic energy (motion, light, sound, thermal, potential, energy fields)	patterns	**HS-PS3-5:Energy Change Due to Interacting Fields**	relative wavelengths
LaChatlier's Principle	**HS-PS2-1: Newton's Second Law of Motion**	position of particles (nuclei, electrons)	**HS-PS3-1: Energy Change in Components of a System**	cause and effect	thermal energy
products	acceleration	position of particles (potential energy) in fields	components	energy in the field	**HS-PS4-5: Waves and Information Technology**
reactants	cause and effect	system and surroundings	energy (thermal, kinetic, gravitational, magnetic, electric fields)	energy in the field (positive, negative, zero)	device (solar cell, medical imaging, communication technology)
stability/change	macroscopic object		energy flow	fields (electric, magnetic)	information (transmission and capture)
	mass		joules	forces	photoelectric material
	net force		systems and boundaries	interacting objects	wave behavior and interactions
SOCIAL STUDIES					
United States History: International Expansion to Present					
Immigration, Industrialization, Progressives					
"The Jungle"	Booker T. Washington	Haymarket Riot	movement from rural to urban	political machines	Triangle Shirtwaist Factory
16th, 17th, 18th, 19th Admendments	Charles Eastman	Homestead Strike	muckrakers	Populists	unionization (AFL, Knights of Labor)
Andrew Carnegie	citizenship legislation	John D. Rockefeller	National Association for the Advancement of Colored People (NAACP)	progressive reforms	W.E.B. DuBois
Angel Island	Cornelius Vanderbilt	Marcus Garvey	Niagara Movement	Progressives	
big business	Ellis Island	monetary policy	Pendleton Act	Robber Barons/Captains of Industry	
Expansion and Imperialism					
1898 Treaty of Paris	Emilio Aguinaldo	imperialism	Panama Canal	spheres of influence	yellow journalism

Alfred T. Mahan	Frederick J. Turner	Latin America	Pancho Villa	Theodore Roosevelt	
annexation of Hawaii	George Dewey	Latin America Interventions	Philippines	William Randolph Hearst	
China	Great White Fleet	Matthew Perry	Puerto Rico	William Seward	
Cuba	Guam	Open Door Policy	Russo-Japanese War	William Taft	
World War I and the Roaring 20s					
Aaron Douglas	Dorothea Lange	fireside chats	Franklin Roosevelt	Herbert Hoover	Kansas
Alf Landon	Dust Bowl	First 100 days	Great Depression	Hoover's reaction to Great Depression	Oklahoma
bank runs	Eleanor Roosevelt	First and Second New Deals	growing roles (women, African Americans)	Hoovervilles	Stock Market Crash
Bonus Army	entertainment in daily life	Frances Perkins	Harlem	Huey Long	Texas panhandle
California	Father Coughlin	Francis Townsend	Hawley-Smoot Tariff	John Steinbeck	Wall Street
World War II and the Aftermath					
A. Phillip Randolph	creation of Israel	General Eisenhower	Japanese Internment	Pearl Harbor	United Nations (UN)
Adolf Hitler	D-Day	Geneva Convention	Joseph Stalin	Poland	Winston Churchill
Albert Einstein	death of FDR	Harry Truman	Manhattan Project	Potsdam	World War II and the Aftermath
appeasement policy	Douglas MacArthur	Hideki Tojo	map changes post World War II	Stalingrad	Yalta Conference
Benito Mussolini	Emperor Hirohito	holocaust and genocide	Midway	theaters of war	
Berlin	Four Freedoms	home front	Normandy	treatment of minorities (Zoot-Suit Riots, etc.)	
Chiang Kai Shek	Franklin Roosevelt	isolationism to intervention	Nuremberg Trials	Tuskegee Airmen	
Cold War Conflicts					
1950s consumerism	Cuba	Geneva Accords	Joseph Stalin	Nixon's resignation	Sputnik
arms race	Cuban Missile Crisis	George C. Marshall	Kent State	Red Scare	Suez Crisis
Bay of Pigs	Dien Bien Phu	Hanoi	Korea	rise of superpowers	Tet Offensive
Berlin Airlift	Domino Theory	Harry Truman	Laos	Robert Kennedy	Turkey
Cambodia	Douglas MacArthur	Ho Chi Minh	Lyndon Johnson	Robert McNamara	United Nations (UN)
China	Dwight Eisenhower	Iron Curtain	Marshall Plan	Saigon	Vietnam
Cold War alliances	East/West Berlin	John Kennedy	My Lai	SALT Treaty	Vietnamization
containment	Fidel Castro	Joseph McCarthy	Nikita Khrushchev	space race	William Westmoreland

Civil Rights, Social Change					
24th Amendment	counter culture	Greensboro	March on Washington	Orval Faubus	student activists
American Indian Movement	Dolores Huerta	Haight-Asbury	Martin Luther King, Jr.	Phyllis Schlafly	The Children's March
Betty Friedan	desegregation	integration	Medgar Evers	Pine Ridge Indian Reservation	Three Mile Island
Birmingham	economic equality	Jackie Robinson	Memphis	Rachel Carson	Thurgood Marshall
Black Panthers	Fannie Lou Hamer	James Meredith	Montgomery	Ralph Nader	Title IX
Brown v. Topeka Board of Education	Freedom Riders	Leonard Peltier	Montgomery Bus Boycott	Rosa Parks	Voting Rights Act
Cesar Chavez	George Wallace	Little Rock	National Organization of Women	sit-ins	
Civil Rights Acts of 1957,1964, 1965	Great Society	Malcolm X	nonviolent protest	Stokley Carmichael	
Moving into the 21st Century					
9/11	Challenger Explosion	Egypt	Iran	Middle East issues	Ronald Reagan
Afghanistan	Colin Powell	former Soviet Union	Iran Contra Affair	Mikhail Gorbachev	SALT/SALT II
Al Gore	Condoleeza Rice	George H.W. Bush	Iran Hostage Crisis	natural disasters	Saudi Arabia
Ayotollah Khomeini	conservative movement	George W. Bush	Iraq	Nicaragua	Silicon Valley
Barack Obama	Desert Storm	glasnost	Israel	Oil Embargo	Steve Jobs
Bill Clinton	detente	globalization	Jimmy Carter	Palestine	war on terrorism
Bill Gates	domestic terrorism	growth of the internet	Kuwait	perestroika	world
breakup of the Soviet Union	Doomsday Clock	Hillary Clinton	Leonid Brezhnev	Persian Gulf	
Camp David Accords	economic crisis	immigration debates	Madeline Albright	Reunification of Germany	
United States Government					
The Role of the Citizen: Civic Values, Politics, and Government					
Bill of Rights	constitutional republic	Enlightenment	oligarchy	rule of law	voting process
citizen	Declaration of Independence	freedom	political parties	subjects	
civic values	democracy	human rights	republic	U.S. Constitution	
civil rights	direct/indirect democracy	monarchy	rights and responsibilities	voter registration	
Principles and Foundations of the U.S. Constitution					
Articles of Confederation	Declaration of Independence	Greece	Montesquieu	Philadelphia	Rome

checks and balances	Enlightenment	limited government	natural rights	Plato	rule of law
compromise	federalism	Locke	Parliament	popular sovereignty	separation of power
Constitutional Convention	Founding Fathers	Magna Carta	patriotism	ratification of the Constitution	Voltaire
The Structure and Function of the Federal Government					
Cabinet	elections	expressed and implied powers	judicial review	representative	Supreme Court Justices
Capitol	Electoral College	federalism	legislative	senator	
concurrent and reserved powers	executive	judicial	president	separation of powers	
Human and Civil Rights in American Democracy					
affirmative action	civic responsibilities	Dred Scott	habeas corpus	Plessy v. Ferguson	Supreme Court
Americans with Disabilities Act	civil disobedience	Engel v. Vitale	hate crime	procedural due process	Title I
bills of attainder	civil rights law	ex post facto laws	immigration and naturalization	segregation	Title IX
Brown v. Topeka Board of Education	cruel and unusual punishment	fair and speedy trial	Miranda Rules	student's rights	
capital punishment	diversity	Griswold v. Connecticut	Miranda v. Arizona	substantive due process	
Domestic Policy					
Adam Smith	employment	fiscal policy	Gross National Product (GNP)	laws vs. regulation	safety net/social services
depression	entitlements	Government Accountability Office	John Maynard Keyes	Presidential Cabinet positions	Wall Street
economic fluctuations/business cycle	Federal Reserve	Gross Domestic Product (GDP)	Karl Marx	recession	
Foreign Policy					
alliances	European Union (EU)	International Monetary Fund	North American Free Trade Agreement (NAFTA)	role of the U.S. in the world	treaties
ambassadors	foreign service	isolationism	North Atlantic Treaty Organization (NATO)	Roosevelt Corollary	United Nations (UN)
Arab Spring	formation of U.N.	military deployment	population and economic shifts	secretary of state	World Bank
diplomatic recognition	Group of 8 (G8)	Monroe Doctrine	president as chief diplomat	Security Council	

emergence of Asian power	hard power vs. soft power	national security	role of technology	terrorism	
State and Local Government					
budgeting (state and local)	county and municipal government	governor	mayor council government	school districts	state legislators
council manager government	eminent domain	licenses, permits, certifications	public servants	special districts (water, sewer, transportation, industrial)	zoning
council/commissioners	federalism	mayor	public services	state judicial system	
Politics, Interest Groups, and Media					
2000 election	Citizens United v. Federal Election Commission	gerrymandering	liberalism	political parties	role of journalism
campaign finance	conservatism	grassroots movements	libertarianism	primary and general elections	state and national conventions
candidate forums	electoral college	interest groups	lobbyist	primary and general elections	
citizen involvement in campaigns	electoral process	internet vs. traditional media	party platforms	public libraries	
Psychology					
abnormal behavior	central nervous system	gender	lateralization (brain functions)	prejudice	social cognition
adolescence	childhood	gender identity	Law of effect	privilege	social influence
adulthood	classical conditioning	gender roles	life-span development (cognitive, moral, social)	prosocial behavior	socioeconomic status
aging	cognitive learning	genetic influences	long-term memory	psychological disorders	stereotyping
aggression	conflict	genetic transmission	motor development	psychological treatment	stigma
applied psychological research	cultural diversity	genetics	neural transmission	psychology (definition)	stress/stressors
attitudes (implicit, explicit)	deep processing	goals of psychology	neuron	psychology as empirical science	subfields of psychology (Clinical, Developmental, Forensic, Rehabilitation, Neurological, Sports, etc.)
attraction and relationships	discrimination	group dynamics	neuroscience	psychophysiological reaction	Theories on personality (psychodynamic, trait, humanistic, social-cognitive, etc.)

basic psychological research	encoding	hormone affect (behavior, mental processes, immune system)	observational learning	race	working memory
behavior	endocrine glands	human nervous system	operant conditioning	resilience	
biological factors	endocrine system	identity formation	optimism	retrieval cues	
brain development	environmental factors	infancy	persuasion	sexual orientation	
causes of disorders (schizophrenia, mood anxiety, personality disorders)	ethnicity	interactive effects (heredity and environment)	plasticity	shallow processing	
ENGLISH LANGUAGE ARTS					
active voice	collaborate	editing	justify	planning	setting
aesthetic purpose	collaborative discussions	elaboration	literary	plot	social motive
affix	collegial discussion	ellipsis	literary analysis	point of view	study strategies
agreement	comma	event sequence	live production	political motive	style
allusion	commercial motive	explicit	medium	precise language	subjunctive mood
analogies	concluding statement	figurative meaning	MLA style	prefix	suffix
analysis	concrete details	formal style	multimedia	print source	summary
argument	conditional mood	formatting	multimedia presentation	publish	suspense
argumentation	conflicting evidence	gerund	multiple points of view	punctuation	synthesis
audience	connotative meaning	graphics	narrative techniques	quotations	synthesize
ballad	counter argument	headings	narrative text	reflection	tables
bias	counterclaim	humor	narrator	reflective essay	technical meaning
capitalization	credibility	imperative mood	nuance	relevant evidence	textual evidence
central idea	dash	implicit	omission	research	textual evidence
characters	debate	incident	opposing claims	resume	theme
charts	decision-making	indicative mood	pacing	revising	thesis statement
citation	denotative meaning	inference	parallel structure	rewriting	transitions
cite	derivation	infinitive	paraphrase	rhetorical purpose	verb mood
claim	digital source	informative text	participial phrase	root word	verb voice
clarity of meaning	domain-specific vocabulary	interpretation	participle	salient points	verbal
coherent order	dramatic irony	interrogative mood	persuasive writing	sensory detail	
cohesion	dramatization	irrelevant evidence	plagiarism	sensory language	

Academic Vocabulary (Tier 2)					
abrogate	conversely	frivolity	lexicon	recapitulate	superfluous
acerbic	deleterious	frivolous	loquacious	recede	symbiotic
ameliorate	denote	hinder	milieu	reciprocal	ubiquitous
amend	didactic	hubris	myopic	rescind	underlying
arbitrarily	disparaging	inane	nefarious	restraint	assumption
archaic	divulge	incognito	obsequious	salient	unilateral
articulated	dogmatic	indispensable	offset	sought	usage
auspicious	eclectic	infrastructure	omnipotent	specificity	usurp
banal	ephemeral	insulated	pejorative	staggering	vehemently
calibrate	epiphany	intangible	periphery	subjugate	vested
capricious	facetious	itemize	pertinent	substantially	vilify
caveat	finite	gist	posit	subtlety	visceral
connotative	formulate	juxtaposition	predictability	succinct	whereas
consolidate	fortuitous	levity	predictor	suffice	whereby
High Frequency Words (Tier 1)					
action	company	evening	march	seat	track
actually	conditions	experience	match	settled	triangle
adjective	corn	factories	molecules	shoes	truck
afraid	cotton	fair	northern	shop	underline
agreed	cows	fear	nose	similar	various
ahead	create	fig	office	sir	view
allow	dead	forward	opposite	sister	Washington
apple	deal	France	oxygen	smell	we'll
arrived	death	fresh	plural	solution	western
born	details	Greek	prepared	southern	win
bought	determine	gun	pretty	steel	women
British	difficult	hoe	printed	stretched	workers
capital	division	huge	radio	substances	wouldn't
chance	doesn't	isn't	repeated	suffix	wrong
chart	effect	led	rope	sugar	yellow
church	entire	level	rose	tools	
column	especially	located	score	total	

Questions and Answers

The hope is these Kansas Standards for English Learners provide guidance and insight into key matters and effective practices. However, the document may not answer all questions so with that in mind, here are some questions you may have about English learners in your classroom:

Q: How do I know the proficiency level of an English Learner in my class?
A: It is important to learn the proficiency level of the English Learners (ELs) in your class. The staff in charge of the English Learner program in your district or school can help you obtain this information. Included in this document is an EL Performance Level Rubric that profiles the general stages of language acquisition, as well as continuums related to social language, receptive language (reading and listening), and expressive language (writing and speaking). These constructs are critical in any content area (math, science, social studies, etc.). This rubric may inform teachers of the productive and receptive skills of students. Please note that levels of proficiency are fluid and at any point a student may demonstrate more or less proficiency in different domains.

Q: How long will English learners be in each level?
A: Students move through proficiency levels at various timelines. Typically, students will be at lower levels of proficiency for a shorter period of time and stay at a progressing level for more time. However, many factors influence student's proficiency levels including, but not limited to: age, prior schooling, initial English proficiency level, amount of English they are immersed in each day, etc.

Q: How do I know which supports are appropriate?
A: First, talk with someone in the district on the ELL team who understands language acquisition. They can provide information around supporting students in the classroom. Teachers can also use the *Leveled Classroom Supports for ELs* charts included in this document as guides for providing supports during their lessons. These charts would be excellent to utilize in a PLC setting, as well.

Q: How long should English learners get supports?
A: That depends on the student. Supports are meant to be applied on an individual basis to help students access grade level content and should be gradually removed as students demonstrate grade level knowledge and skills.

Q: What does it mean that an English Learner is proficient?
A: A student is proficient when he or she has attained a level of English language skills necessary to independently produce, interpret, collaborate on, and succeed in grade-level content. A student's proficiency is measured on the Kansas EL Assessment and a proficient score is all 4's or 5's on the reported areas.

Q: Is it still appropriate to provide supports to English Learners who are proficient?
A: Yes. Proficient students, while no longer receiving supports from the English language program, may still need support in the general education classroom. For example, students may still need support accessing certain academic vocabulary and content-specific knowledge and skills. These students may have been able to "exit" the EL program by receiving all 4's on the Kansas EL Assessment which means they are considered "proficient." However, they have not reached the grade-level goal of "mastery/level 5" where they fully and independently function with mastery of English across all grade appropriate settings and academic disciplines.

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