

Washington State

English Language
Development
(ELD)

Listening and Speaking
Standards

Grades K-2

ELD Standards Committee Members

Washington State Office of Superintendent of Public Instruction

Marty McCall
Vicki LaRock

Psychometrician
Reading Director

Consultants

Richard P. Duran
Adel Nadeau, Ph. D.
David Ramirez, Ph. D.
Gary Hargett, Ph. D.

Professor, University of California
Educational Consultant
Executive Director and Professor, CSU
Program Planning and Evaluation

Vicki Berg Monroe School District
Nancy Burke Seattle School District
Tim Casey Renton School District
Diana Erickson Prescott School District
Joyce Feldmiller Seattle School District
Elizabeth Flynn Pasco School District

Mark Gray Auburn School District
Ellen Kaje Northshore School District
Nadene Lana Kent School District
Janine Magidman Seattle School District
Josette Mendoza Pasco School District
Kristine Swanson Clover Park School District

Introduction

Language is used and understood within a cultural context. A student learning English is also learning the culture of American schools. The cultural components of language need to be explicitly taught.

Students need to develop proficiencies including:

- Recognize and adjust behavior appropriately to nonverbal communication.
- Recognize body language norms among various cultures represented in the classroom.
- Determine the culturally appropriate distance to maintain while communicating with someone.
- Recognize and appropriately use formal and informal gestures and body language.
- Identify nonverbal cues that cause misunderstanding.

Language is used for different purposes ranging from informal, face-to-face communication to formal presentations to a large group. To communicate effectively, the speaker needs to adjust language used to the audience and purpose. This is known as Register. Register is on a continuum of language use ranging from formal to informal. Researchers of Language Acquisition have identified that Basic Interpersonal Communication Skills (BICS) take from 6 months to 2 years, typically. Cognitive Academic Language Proficiency, a more formal register, typically takes English Language Learners (ELLs) from 4 to 7 years to acquire at a level comparable to native English speakers. One of the most reliable indicators of success in acquiring English is the level of language development in the student's first language. A student with a highly developed first language may compress the above timeline.

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 1: The student uses listening and observation skills to gain understanding.

Component 1.1: The student will focus attention.

Notes about 1.1 – Focus attention – Physical behaviors may look different from culture to culture. Focus for the teacher should be on student’s recall and comprehension of information.

Component 1.2: The student will listen and observe to gain and interpret information.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.2	<ul style="list-style-type: none"> Use physical actions and/or words to respond to simple directions and questions. 	1.2	<ul style="list-style-type: none"> Respond to simple directions and questions. 	1.2	<ul style="list-style-type: none"> Respond to directions, questions, and some idiomatic expressions. 	1.2	<ul style="list-style-type: none"> Respond to multi-step directions and to questions. 	1.2	<ul style="list-style-type: none"> Respond to multi-step directions and to questions.
		1.2	<ul style="list-style-type: none"> Use picture cues, phrases or a cloze exercise to retell a familiar story. 	1.2	<ul style="list-style-type: none"> Use simple sentences to retell a familiar story with picture cues. 	1.2	<ul style="list-style-type: none"> Use picture cues and descriptive sentences to retell a familiar story. 	1.2	<ul style="list-style-type: none"> Use descriptive sentences and illustrations to retell a story in order.
				1.2	<ul style="list-style-type: none"> Recognize inappropriate use of register. 	1.2	<ul style="list-style-type: none"> Independently recognize inappropriate use of register. 	1.2	<ul style="list-style-type: none"> Independently recognize inappropriate use of register.
				1.2	<ul style="list-style-type: none"> Recognize patterns in familiar words, songs, chants, and rhymes. 	1.2	<ul style="list-style-type: none"> Begin to use context to determine appropriate meaning of multiple meaning words. 	1.2	<ul style="list-style-type: none"> Use context to determine appropriate meaning of multiple meaning words.

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 1: The student uses listening and observation skills to gain understanding.

Component 1.3: The student will check for understanding by asking questions and paraphrasing.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
1.3	<ul style="list-style-type: none"> Use classroom norms to signal to ask a question. 	1.3	<ul style="list-style-type: none"> Use words and/or phrases, intonation to ask simple questions. 	1.3	<ul style="list-style-type: none"> Use simple forms* to ask questions about content. 	1.3	<ul style="list-style-type: none"> Use simple forms* to probe for details about content. 	1.3	<ul style="list-style-type: none"> Use descriptive sentences with content area vocabulary to ask questions in a variety of contexts and situations.
1.3	<ul style="list-style-type: none"> Use single word/gestures to ask for repetition in order to clarify. 			1.3	<ul style="list-style-type: none"> Use words/phrases in a frame to paraphrase. 	1.3	<ul style="list-style-type: none"> Use simple sentences to paraphrase. 	1.3	<ul style="list-style-type: none"> Use descriptive sentences with some content vocabulary to paraphrase.
<p>*simple forms are defined as <i>Who, What, Where, When</i> questions as well as <i>subject/verb inversions</i> e.g., “Is the dog big?” which would elicit <i>Yes/No</i> answers.</p>									

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 2: The student communicates ideas clearly and effectively.

Component 2.1: The student will communicate clearly to a range of audiences for different purposes.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.1	<ul style="list-style-type: none"> Use words to participate in social conversations using informal language. 	2.1	<ul style="list-style-type: none"> Use phrases and/or simple sentences to participate in social conversations with peers using informal language. 	2.1	<ul style="list-style-type: none"> Use simple sentences to participate in social conversations on familiar topic with peers and adults. 	2.1	<ul style="list-style-type: none"> Use descriptive sentences to participate in social conversations with peers and adults. 	2.1	<ul style="list-style-type: none"> Independently participate in social conversations with peers and adults.
2.1	<ul style="list-style-type: none"> Use, through repetition, common social greetings, simple repetitive phrases, and state basic needs using informal language. 	2.1	<ul style="list-style-type: none"> Independently use common social greetings, simple phrases, and state basic needs using informal language. 	2.1	<ul style="list-style-type: none"> Use simple sentences to tell a story, inform, explain. 	2.1	<ul style="list-style-type: none"> Use descriptive sentences to tell a story, inform, and entertain. 	2.1	<ul style="list-style-type: none"> Use descriptive sentences to tell a story, inform, and entertain in a sequential manner.
2.1	<ul style="list-style-type: none"> Use gestures and/or words to participate in group discussion or activity, which involve concrete objects. 	2.1	<ul style="list-style-type: none"> Use words and/or phrases to role-play an action or event. 	2.1	<ul style="list-style-type: none"> Begin to use appropriate language registers for speaking in formal situations, with teacher support. 	2.1	<ul style="list-style-type: none"> Begin to use appropriate language registers, with lapses at times, when prompted by teacher. 	2.1	<ul style="list-style-type: none"> Use different language registers in situations as appropriate, when prompted by teacher.
2.1	<ul style="list-style-type: none"> Use words to tell a story from a familiar picture book. 	2.1	<ul style="list-style-type: none"> Use words and/or phrases to tell a story from a familiar picture book. 	2.1	<ul style="list-style-type: none"> Give instructions for a familiar process; process may be out of sequence and/or steps may be skipped. 	2.1	<ul style="list-style-type: none"> Give instructions for a familiar process in an understandable manner. 	2.1	<ul style="list-style-type: none"> Give instructions in a precise and understandable manner.
2.1	<ul style="list-style-type: none"> Repeat words, which are part of the frozen register (i.e., Pledge of Allegiance, poems, favorite stories). 	2.1	<ul style="list-style-type: none"> Use words and/or phrases to participate in group discussion or activity, which involves concrete objects. 						

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 2: The student communicates ideas clearly and effectively.

Component 2.1: The student will communicate clearly to a range of audiences for different purposes.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		2.1	<ul style="list-style-type: none"> Repeat phrases, which are part of the frozen register (i.e., Pledge of Allegiance, poems, favorite stories). 	2.1	<ul style="list-style-type: none"> Repeat sentences, which are part of the frozen register (i.e., Pledge of Allegiance, poems, favorite stories). 	2.1	<ul style="list-style-type: none"> Independently recite language used in frozen register (i.e., Pledge of Allegiance, poems, favorite stories). 		

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 2: The student communicates ideas clearly and effectively.

Component 2.2: The student will develop content and ideas. Develop a topic or theme; organize thoughts around a clear beginning, middle, and end; use transitional sentences to connect related ideas; and speak coherently and compellingly.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		2.2	<ul style="list-style-type: none"> Connect words and phrases using the conjunction <i>and</i>. 	2.2	<ul style="list-style-type: none"> Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i> and <i>but</i>. 	2.2	<ul style="list-style-type: none"> Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i>. 	2.2	<ul style="list-style-type: none"> Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i> to sustain a topic.
		2.2	<ul style="list-style-type: none"> Begin to sequence words and/or phrases related to a familiar topic using a picture 	2.2	<ul style="list-style-type: none"> Organize a simple oral presentation in a logical order with teacher support. 	2.2	<ul style="list-style-type: none"> Organize an oral presentation in a logical order with minimal teacher support. 	2.2	<ul style="list-style-type: none"> Organize an oral presentation in a logical order.

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 2: The student communicates ideas clearly and effectively.

Component 2.3: The student will use effective delivery. Adjust speaking strategies for a variety of audiences and purposes by varying intonation, pitch, and pace of speech to create effect and aid communication.

Component 2.4: The student will use effective language and style. Use language that is grammatically correct, precise, engaging and well-suited to topic, audience, and purpose.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
2.3	<ul style="list-style-type: none"> Use gestures and/or words to participate in group discussion or activity. 	2.3	<ul style="list-style-type: none"> Use words and/or phrases to participate in group discussion or activity. 	2.3	<ul style="list-style-type: none"> Distinguish between appropriate ways of speaking to different audiences (register). 	2.3	<ul style="list-style-type: none"> Use appropriate ways of speaking that vary based on audience. 	2.3	<ul style="list-style-type: none"> Use appropriate ways of speaking that vary based on audience.
2.4	<ul style="list-style-type: none"> Use gestures and/or words to communicate needs. 	2.4	<ul style="list-style-type: none"> Use words and/or phrases to communicate needs and role-play an action or event. 	2.4	<ul style="list-style-type: none"> Use simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement. 	2.4	<ul style="list-style-type: none"> Use descriptive sentences with common grammatical forms, with some errors. 	2.4	<ul style="list-style-type: none"> Speak clearly and comprehensibly using academic English with occasional errors.

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

Communication is a cultural process. In order to work together effectively and be culturally responsive, teachers and students in all classrooms need to be able to:

- Recognize and adjust behavior appropriately to nonverbal communication
- Recognize body language norms among various cultures represented in the classroom
- Determine the culturally appropriate distance to maintain while communicating with someone
- Recognize and appropriately use formal and informal gestures and body language
- Identify nonverbal cues that cause misunderstanding

EALR 3: The student uses communication strategies and skills to work effectively with others.

Component 3.1: The student will use language to interact effectively and responsibly with others.

Component 3.2: The student will work cooperatively as a member of a group.

Component 3.3: The student will seek agreement and solutions through discussion.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
3.1	<ul style="list-style-type: none"> • Independently use common social greetings, simple repetitive phrases, and state basic needs. 	3.1	<ul style="list-style-type: none"> • Use words and/or phrases to actively participate in social and academic conversations on familiar topics. 	3.1	<ul style="list-style-type: none"> • Use simple sentences to actively participate in social and academic conversations on unfamiliar topics. 	3.1	<ul style="list-style-type: none"> • Use descriptive sentences to actively participate in social and academic conversations on unfamiliar topics. 	3.1	<ul style="list-style-type: none"> • Actively participate in social and academic conversations on a variety of topics.
				3.1	<ul style="list-style-type: none"> • Demonstrate turn-taking in a conversation and a group discussion. 	3.1	<ul style="list-style-type: none"> • Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues. 		
3.2	<ul style="list-style-type: none"> • Use words or gestures to contribute to group discussions, including personal experiences. 	3.2	<ul style="list-style-type: none"> • Use words and/or phrases to contribute to group discussions, including personal experiences. 	3.2	<ul style="list-style-type: none"> • Use simple sentences to contribute to group discussions, including personal experiences. 	3.2	<ul style="list-style-type: none"> • Use descriptive sentences to explain ideas clearly in-group discussions, including personal experiences. 	3.2	<ul style="list-style-type: none"> • Explain ideas clearly in-group discussions, including personal experiences.

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Communication is a cultural process. In order to work together effectively and be culturally responsive, teachers and students in all classrooms need to be able to:

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EALR 3: The student uses communication strategies and skills to work effectively with others.

Component 3.1: The student will use language to interact effectively and responsibly with others.

Component 3.2: The student will work cooperatively as a member of a group.

Component 3.3: The student will seek agreement and solutions through discussion.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
				3.2	<ul style="list-style-type: none"> • Begin to use established group rules. 	3.2	<ul style="list-style-type: none"> • Use descriptive sentences to offer personal opinion based on what has already been said. 	3.2	<ul style="list-style-type: none"> • Offer personal opinion based on what has already been said.
						3.2	<ul style="list-style-type: none"> • Use established group rules and assume assigned roles (reporter, recorder) to further progress of a group. 	3.2	<ul style="list-style-type: none"> • Articulate and use established group rules and assume various roles to further progress of a group.
		3.3	<ul style="list-style-type: none"> • Use words and/or phrases to suggest a solution to a problem. 	3.3	<ul style="list-style-type: none"> • Use simple sentences to suggest a solution for a problem. 	3.3	<ul style="list-style-type: none"> • Use descriptive sentences to contribute a possible solution to a problem. 	3.3	<ul style="list-style-type: none"> • Contribute multiple solutions to a problem.

WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS
Grades K-2

EALR 4: The student analyzes and evaluates the effectiveness of formal and informal communication.

Component 4.1: The student will assess strengths and needs for improvement. Assess own and others' communication strengths and needs and set goals for improvement.

Component 4.2: The student will seek and offer feedback. Seek and use feedback to improve communication; offer suggestions and comments to others.

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
4.1 4.2	<ul style="list-style-type: none"> Attend to speakers in informal conversations and formal presentations. 	4.1 4.2	<ul style="list-style-type: none"> Use words and phrases to respond to speakers in informal conversations and formal presentations. 	4.1 4.2	<ul style="list-style-type: none"> Use simple sentences to offer feedback in response to speakers in conversations and formal presentations. 	4.1	<ul style="list-style-type: none"> Use a rubric of effective traits to evaluate and to improve one's own and others' presentations and conversations. 	4.2 4.2	<ul style="list-style-type: none"> Accept and apply feedback about presentations and conversations. Use a rubric to offer specific feedback on presentations with regard to delivery skills, word choice and grammar.