

East Side Union High School District  
**ELD Benchmark Performance Indicators**

**DRAFT 6/23/00**

*Upon completion of the level, student will be able to...*   **Grade Span 9 – 12**   Student \_\_\_\_\_ Birthdate \_\_\_\_\_

<b>ELD LEVEL</b>	<b>READING   *Word analysis, vocabulary development, reading comprehension, literary analysis and response</b>	<b>WRITING   *Strategies and applications</b>
<b>Advanced</b> Grade -Level Material  <b>5</b>	<b>Begin to comprehend grade-level written material</b> <ul style="list-style-type: none"> <li>• Use monolingual English dictionaries and thesauri to verify knowledge and interpret new vocabulary</li> <li>• Recognize and explain the use of literary and poetic devices</li> <li>• Make predictions and inferences on concrete and abstract topics</li> <li>• Describe how various literary elements contribute to the mood of a piece</li> </ul>	<b>Write to meet social needs and academic demands for specific purposes and audiences</b> <ul style="list-style-type: none"> <li>• Write research papers that balance information with original ideas and include citations and a bibliography of three to five sources</li> <li>• Write multi-paragraph persuasive and expository compositions that include a clear thesis, organize points of support and address counter arguments</li> <li>• Respond to open-ended prompts using a variety of vocabulary, sentence types and writing strategies (dialogue, suspense, humor)</li> <li>• Use basic conventions of writing to approximate native English fluency</li> </ul>
<b>Early Advanced</b> More complex text  <b>4</b>	<b>Interact with increasingly complex written material while relying on context, cueing systems, illustrations, and prior knowledge to obtain meaning from print</b> <ul style="list-style-type: none"> <li>• Apply knowledge of language to achieve meaning and comprehension (affixes, roots, etc.)</li> <li>• Read independently and demonstrate comprehension through responses to literal and inferential questions</li> <li>• Recognize and understand figurative language</li> <li>• Analyze literature for character development, plot and theme</li> </ul>	<b>Write on various topics using a combination of learned vocabulary and structures</b> <ul style="list-style-type: none"> <li>• Investigate and research a topic and use the writing process to develop a report including citations and a list of sources</li> <li>• Write creatively incorporating figurative language with sentence variety, logical development of ideas and supporting details</li> <li>• Write multi-paragraph compositions</li> <li>• Self-monitor and self -correct grammatical structures and conventions of writing</li> </ul>

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<b>Intermediate</b> Simplified text  <b>3</b>	<b>Interact with longer passages of various genre of simplified text and respond accordingly</b> <ul style="list-style-type: none"> <li>• Apply knowledge of morphemes to derive meaning</li> <li>• Use context clues to aid in comprehension of figurative language and unknown vocabulary</li> <li>• Identify main ideas, make predictions, draw conclusions, recognize cause and effect and sequence events</li> <li>• Describe a character's motives, traits and conflicts</li> <li>• Acquire content vocabulary and identify format and structure of content text</li> </ul>	<b>Write basic information and expanded responses in contextualized settings</b> <ul style="list-style-type: none"> <li>• Summarize and paraphrase to write a report using research material</li> <li>• Write in a variety of genres (reflective, persuasive, creative)</li> <li>• Use note taking/prewriting/summarizing to write a multi-paragraph essay with a thesis and clear support</li> <li>• Revise for content and edit for basic conventions of writing (including subject/verb agreement, punctuation and spelling)</li> </ul>
<b>Early Intermediate</b> Familiar print  <b>2</b>	<b>Obtain meaning from patterned, familiar text</b> <ul style="list-style-type: none"> <li>• Use knowledge of affixes, synonyms and antonyms and cognates to build vocabulary</li> <li>• Recognize that words have multiple meanings and identify meanings from context</li> <li>• Respond to comprehension questions using complete sentences</li> <li>• Determine main ideas and supporting details of readings</li> <li>• Identify characters, theme, setting, plot (problem, action, resolution), title and author</li> </ul>	<b>Write basic information using patterns and familiar print</b> <ul style="list-style-type: none"> <li>• Compose simple paragraphs with supporting details (descriptive, compare/contrast, problem/solution, autobiographical) using the writing process</li> <li>• Continue to develop basic writing conventions including use of grammatical forms</li> <li>• Write a basic report of information using simple research materials</li> <li>• Respond to selected literature and connect to student's own experience</li> </ul>

ELD LEVEL	READING *Word analysis, vocabulary development, reading comprehension, literary analysis and response	WRITING *Strategies and applications
<b>Beginning</b> Frequently used print  <b>1</b>	<b>Obtain meaning from short, simple text</b> <ul style="list-style-type: none"> <li>• Recognize and repeat most English sounds as presented in the context of oral reading</li> <li>• Recognize synonyms, antonyms, common affixes and root words</li> <li>• Read simple text and respond to literal comprehension questions</li> <li>• Identify characters, settings and sequence of events in familiar text</li> <li>• Read charts, maps, diagrams; use simple graphic organizers and dictionaries</li> </ul>	<b>Write basic personal information and short response with structured contexts</b> <ul style="list-style-type: none"> <li>• Write autobiographical and short stories using simple phrases and sentences</li> <li>• Organize ideas for writing using graphic organizers</li> <li>• Write descriptions following a model or prompt</li> <li>• Begin to use basic conventions of writing such as punctuation and capitalization</li> </ul>