





# Level 1

My student can...

*not do this.*  
*do this with a lot of help.*  
*do this with minimal help.*  
*do this independently.*

Standard		Example					Dates Practiced		
1	Identifying the main topics in conversation								
2	Identifying the main topics in written text								
3	Retelling a few key details								
4	Participating in short conversations								
5	Participating in short written exchanges								
6	Presenting simple information and ideas								
7	Responding to simple questions								
8	Responding to wh- questions								
9	Delivering short oral presentations	With lots of support from the tutor: Talk about skills the student has for a job search. Talk about how to make their favorite food.							
10	Composing simple written narratives	With lots of support from the tutor. Write a 2-3 sentences about what they did on the weekend.							
11	Composing simple informational texts	i.e. Recipes, job descriptions, types of medication							

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Standard		Example					Dates Practiced		
12	Constructing a claim about a familiar topic	Explaining a point of view with reasons (i.e. favorite food, ideal job, etc.)							
13	a. Introducing a topic, experience, or event								
14	b. Giving a reason to support a claim								
15	c. Providing a conclusion								
16	Creating a short research project	With a lot of support from the tutor. Job search, finding a new apartment							
17	a. Gathering information	Mostly (or entirely) tutor provided. Gathering information about jobs in the area							
18	b. Recording information in simple notes								
19	c. Summarizing information								
20	Identifying the main argument by a speaker or author								
21	Identifying a reason a speaker or author makes to support the argument								
22	Choosing between formal and informal language	i.e. <i>father vs dad, want to vs wanna, going to vs gonna</i> , etc							
23	Learning frequently used academic language	i.e. <i>define, identify, create, conclude, select</i>							

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Standard		Example					Dates Practiced		
24	Learning frequently used content-specific language	i.e. <i>noun, verb, add, subtract, constitution, government</i>							
25	Using context to understand new vocabulary								
26	Using previously learned vocabulary to understand new vocabulary	i.e. learning the word <i>happiness</i> because they understand <i>happy</i>							
27	Recounting a short sequence of events in order								
28	Creating an introduction for an informational topic								
29	Providing one or two facts about a topic								
30	Using common linking words	i.e. <i>and, but, or</i>							
31	Using common vocabulary								
32	Creating simple and compound sentences	The most common compound sentence combines two simple sentences with a coordinating conjunction, and this is an example of that.							









# Level 2

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Standard		Example	My student can...				Dates Practiced		
35	Introducing and developing an informational topic with facts and details								
36	Using common transitional words and phrases	i.e. "and...too," "and...either," "but"							
37	Providing a conclusion								
38	Using simple phrases								
39	Using simple clauses								
40	Producing simple and compound sentences								
41	Beginning to produce complex sentences	i.e. using subordinate conjunctions (if, when, because, etc.)							

# Level 3

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Standard		Example					Dates Practiced		
1	Determining the central idea in conversation or in text								
2	Analyzing the development of the themes or ideas								
3	Citing specific details and evidence to support analysis								
4	Summarizing text								
5	Participating in conversations or discussions on a wide range of topics								
6	Participating in written exchanges on a wide range of topics								
7	Building on the ideas of others								
8	Expressing his/her own ideas								
9	Clearly supporting points with specific and relative evidence								
10	Asking and answering questions to clarify ideas and conclusions								
11	Summarizing the key points expressed								
12	Delivering oral presentations	Talk about daily activities.							
13	Composing written informational text	i.e. Easy newspaper articles, job descriptions, work memos, etc.							



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Standard		Example					Dates Practiced		
26	f. Including illustrations, diagrams, or other graphics as appropriate								
27	g. Citing sources appropriately								
28	Analyzing the reasoning in persuasive spoken or written text								
29	Determining whether the evidence is sufficient to support the claim								
30	Citing textual evidence to support the analysis								
31	Adapting language choices and styles to purpose, task, and audience								
32	Using a wider range of general academic and content-specific words and phrases	Academic language is the type you'd find in the directions of a homework assignment. Content-specific language is terms or jargon mostly used in a specific field or work environment (i.e. kitchen-specific terms used by chefs).							
33	Adopting & maintaining appropriate formal & informal style and tone in spoken and written text								
34	Determining meaning of words and phrases from context or knowledge of word morphology	Morphology is how the word is formed through roots, prefixes, suffixes, etc. i.e. happy, happiness, happily.							

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Standard		Example					Dates Practiced		
35	Determining meaning of a growing number of idiomatic expressions from context	i.e. "to be broke", "a fish out of water"							
36	Recounting a longer, more detailed sequence of events or steps								
37	Introducing and developing informational topics with facts, details, and evidence								
38	Using a variety of transitions in speech and text	Introductory, transitional, and concluding words (i.e. first, next, then, finally, etc.)							
39	Providing a concluding section or statement								
40	Using increasingly complex phrases								
41	Using increasingly complex clauses								
42	Producing and expanding simple, compound, and complex sentences	Simple = one subject & one verb. Compound = two simple sentences joined with coordination conjunctions (and, but, or, etc). Complex = one simple sentence and one subordinate clause (if, when, because, ect).							



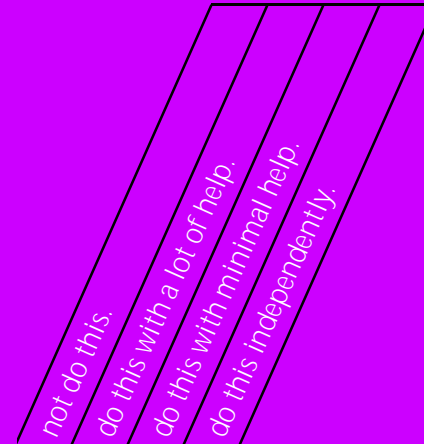






# Level 4

My student can...



Standard		Example					Dates Practiced		
30	Determining whether the evidence is sufficient to support the claim								
31	Citing textual evidence to support the analysis								
32	Adapting language choices and styles to purpose, task, and audience	i.e. at work vs. in class vs. with friends							
33	Using a wider range of general academic and content-specific words and phrases	Academic language is the type of vocabulary you'd find in the directions of a homework assignment. Content-specific language is terms or jargon mostly used in a specific field or work environment (i.e. kitchen-specific terms used by chefs).							
34	Employing & maintaining appropriate formal & informal style and tone in spoken and written text								
35	Determining meaning of words and phrases from context or knowledge of word morphology	Morphology is how the word is formed through roots, prefixes, suffixes, etc. i.e. happy, happiness, happily.							
36	Determining meaning of idiomatic expressions from context	i.e. "ballpark figure", "sit tight", "getting the ball rolling"							

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37	Recounting a longer, more detailed sequence of events or steps								
38	Introducing and developing informational topics with facts, details, and evidence								
39	Using a variety of transitions in speech and text								
40	Providing a concluding section or statement								
41	Using complex phrases and clauses								
42	Producing and expanding simple, compound, and complex sentences	Simple = one subject & one verb. Compound = two simple sentences joined with coordination conjunctions (and, but, or, etc). Complex = one simple sentence and one subordinate clause (if, when, because, ect).							

# Reading Foundation

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Standard		Example	My student can...				Dates Practiced		
1	Demonstrating understanding of spoken words, syllables, and sounds								
2	Recognizing and produce rhyming words								
3	Distinguishing long from short vowels sounds in spoken single-syllable words								
4	Counting, pronouncing, blending, and segmenting syllables in spoken words								
5	Blending and segmenting onsets and rimes of single-syllable words	onsets are initial sounds, rimes are the sounds that follow, i.e. in "cat", /c/ is the onset and /at/ is the rime.							
6	Orally producing single-syllable words by blending sounds, including consonant blends								
7	Segment spoke single-syllable words into their complete sequence of individual sounds								
8	Isolating and pronouncing initial, medial vowel, and final sounds in spoken single-syllable words								
9	Adding or substituting individual sounds in simple, one-syllable words to make new words	i.e. <i>cat, bat, hat, mat</i> or <i>cat, cut, cot</i>							



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	Standard	Example						Dates Practiced		
17	Decoding two-syllable words following basic patterns by breaking the words into syllables									
18	Reading words with inflectional endings									
19	Reading common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does)									
20	Recognizing and read level-appropriate irregularly spelled words									
21	Know and apply level-appropriate phonics and word analysis									
22	Distinguishing long and short vowels when reading regularly spelled one-syllable words									
23	Knowing spelling-sound correspondences for additional common vowel teams									
24	Identifying and knowing the meaning of the most common prefixes and derivational suffixes									





# Basic Literacy

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Standard		Example	My student can...				Dates Practiced		
13	Summarizing key supporting details and ideas								
14	Writing informative or explanatory text								
15	Selecting, organizing and analyzing of								
16	Demonstrating command of standard English capitalization								
17	Demonstrating command of standard English punctuation								
18	Demonstrating command of standard English spelling								
19	Understanding how characters, events, and ideas develop over time in text								
20	Writing narratives that develop real or imaginary experiences in sequence								
21	Using details for elaboration in narratives								
22	Recognizing the difference between spoken and written text								
23	Choosing words and phrases to convey ideas precisely								
24	Varying sentence patterns for meaning, reader interest, and style								



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Standard		Example	My student can...				Dates Practiced		
25	Understanding words from context								
26	Understanding figurative meaning from context								
27	Analyzing how specific word choices shape meaning and tone								
28	Producing writing in which the development and organization are appropriate to the task, purpose, and audience								
29	Determining meaning of words and phrases through context								
30	Determining meaning of words and phrases by analyzing word parts								
31	Determining meaning of words and phrases by consulting reference materials								
32	Knowing and using text features to locate key facts or information in text	(headings, tables of content, glossaries, icons, etc.)							
33	Describing the overall structure of events, ideas, concepts, or information in a text	i.e. chronology, comparison, cause/effect, problem/solution							

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Standard		Example	My student can...				Dates Practiced		
34	Developing and strengthening writing as needed by planning, revising, edition, rewriting, or trying a new approach								
35	Demonstrating understanding of figurative language, word relationship, and nuances in word meanings								
36	Identifying the main purpose of a text, including what the author wants to answer, explain, or describe.								
37	Comparing their own point of view with the author's point of view								
38	Describing how the author's point of view influences how the story is told								
39	Using technology to produce and publish writing								
40	Using technology to interact and collaborate with others								
41	Using words and phrases to signal relationships	i.e. <i>because, although, similarly, etc.</i>							
42	Using words and phrases to signal timelines	i.e. <i>after, first, then, etc.</i>							





# NEDP

1	Read informational texts (e.g. documents, manuals, websites, news articles, and texts in academic areas)
2	Read and analyze a set of ideas and sequence of events in literary texts
3	Write to present, explain, and examine information and ideas
4	Listen to oral communication (e.g., conversations, announcements, presentations, speeches, and lectures)
5	Speak to convey information and express thoughts and ideas in conversations, discussions, meetings, and interviews
6	Analyze how language functions in different kinds of media messages
7	Distinguish facts from opinions, and facts from point of view in media messages and presentations (e.g., news, political and consumer advertisements)
8	Analyze a selected film including elements of film analysis (e.g. themes, setting, plot, character development, cinematography)
9	Identify and practice responsible and informed research using credible reference sources, including proper citation of textual information
10	Numbers Sense and Operations
11	Algebra
12	Geometry and Measures
13	Statistics, Data Analysis, and Probability
14	Demonstrate computer skills including keyboarding, software applications, and the Internet
15	Demonstrate the use of technology to conduct research, organize data, communicate information, create original work, and solve problems
16	Identify and practice responsible and informed use of information and communication technology
17	Develop a plan for personal and home safety including disaster preparedness
18	Research and interpret information about health threats
19	Research and summarize information on techniques for ensuring good health
20	Analyze multiple factors to consider when accessing and using health care resources
21	Interpret information about nutrition, healthy diets, food safety, and personal fitness
22	Collect and integrate information about community agencies from internet sources

# NEDP

23	Compare and use community agencies and services
24	Explore opportunities for lifelong learning (e.g., scholarship programs, online learning)
25	Demonstrate the ability to locate and interact with educational institutions
26	Reference text and develop a logical argument for individual rights under the Constitution and for the American political system, citing supporting evidence
27	Identify and exercise political and civic participation in a democracy
28	Research diverse media and provide evidence of how local, national and global geography impacts economic factors
29	Describe and compare social, political and economic systems in countries outside of the United States
30	Integrate various media reports and interpret information on the impact of a global economy
31	Describe contributions from diverse cultures to life in the United States
32	Explain how major U.S. historical events have an impact on the lives of its citizens
33	Evaluate multiple sources of information, including the Internet, to make decisions regarding price, quality, and product information
34	Describe procedures for resolving consumer issues
35	Interpret information on the use of credit, including interest rates, payment terms, and credit reports
36	Compare and contrast characteristics of savings and checking accounts and calculate simple and compound interest rates
37	Apply mathematical formulas and calculate expenses for household budgeting purposes
38	Use the scientific method to collect, investigate, hypothesize, and analyze information (e.g., why do plants grow towards light?)
39	Make comparisons, differentiating among, sorting, and classifying items and information (e.g., rainforests and relationship to ecosystem)
40	Provide evidence that humans impact the environment
41	Interpret information related to natural science issues
42	Identify and analyze scientific issues underlying national and local discussion, citing supporting evidence
43	Demonstrate and illustrate the differences and interconnections among branches of science
44	Use Internet-based career inventories to establish a career pathway (e.g., O*NET, College and Career Competency Inventory CCCI, including steps needed to achieve career goal)
45	Evaluate sources of information on employment opportunities and summarize the requirements for possible jobs

# NEDP

46	Compare and contrast the skills and education required for specific occupations
47	Use appropriate writing conventions to interpret and complete job applications, resumes, and letters of application
48	Present clear and convincing information in a job interview
49	Interpret wage and benefits statements to select appropriate benefits for given case situations and justify choices
50	Analyze and critique media articles on the changing job market due to technological advances
51	Employment/Workforce Training Competency allows the client to document work experience and employment training, including active participation in community volunteer activities or self-employed business success
52	Specialized Skill Competency permits the client to demonstrate distinct competencies that provide a source of independent income
53	Transition to Postsecondary Competency encourages the client to demonstrate readiness for postsecondary education and training and complete transition work to increase the likelihood of success