

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
Standard 1: Constructing Meaning							
1.1	Identifying the main topics in conversation						
1.2	Identifying the main topics in written text						
1.3	Retelling a few key details						
Standard 2: Exchanging Information							
2.1	Participating in short conversations						
2.2	Participating in short written exchanges						
2.3	Presenting simple information and ideas						
2.4	Responding to simple questions						
2.5	Responding to wh- questions						
Standard 3: Speaking & Writing							
3.1	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.					
3.2	Composing simple written narratives	With lots of support from the tutor. Write a 2-3 sentences about what they did on the weekend.					
3.3	Composing simple informational texts	i.e. Recipes, job descriptions, types of medication					
Standard 4: Constructing Claims							
4.1	Constructing a claim about a familiar topic	Explaining a point of view with reasons (i.e. favorite food, ideal job, etc.)					
4.2	Introducing a topic, experience, or event						

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Standard		Example						Dates Practiced
4.3	Giving a reason to support a claim							
4.4	Providing a conclusion							
Standard 5: Conducting Research								
5.1	Creating a short research project	With a lot of support from the tutor. Job search, finding a new apartment						
5.2	Gathering information	Mostly (or entirely) tutor provided. Gathering information about jobs in the area						
5.3	Recording information in simple notes							
5.4	Summarizing information							
Standard 6: Analyzing Arguments								
6.1	Identifying the main argument by a speaker or author							
6.2	Identifying a reason a speaker or author makes to support the argument							
Standard 7: Adapting Language								
7.1	Choosing between formal and informal language	i.e. <i>father</i> vs <i>dad</i> , <i>want to</i> vs <i>wanna</i> , <i>going to</i> vs <i>gonna</i> , etc						
7.2	Learning frequently used academic language	i.e. <i>define</i> , <i>identify</i> , <i>create</i> , <i>conclude</i> , <i>select</i>						
7.3	Learning frequently used content-specific language	i.e. <i>noun</i> , <i>verb</i> , <i>add</i> , <i>subtract</i> , <i>constitution</i> , <i>government</i>						
Standard 8: Vocabulary								
8.1	Using context to understand new vocabulary							

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Standard		Example					Dates Practiced		
8.2	Using previously learned vocabulary to understand new vocabulary	i.e. learning the word <i>happiness</i> because they understand <i>happy</i>							
Standard 9: Clear Speech & Text									
9.1	Recounting a short sequence of events in order								
9.2	Creating an introduction for an informational topic								
9.3	Providing one or two facts about a topic								
9.4	Using common linking words	i.e. <i>and, but, or</i>							
Standard 10: Conventions									
10.1	Using common vocabulary								
10.2	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.							