

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p><i>IPT I–Oral Item #1-7, 11-16, 18, 19, 22, 29</i></p>	<p>Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p><i>IPT I–Oral Item #1-7, 11-16, 18, 19, 22, 29</i></p>	<p>Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p><i>IPT I–Oral Item #1-7, 11-16, 18, 19, 22, 29</i> <i>IPT II–Oral Item #5-10, 12-14, 15-18, 21-27, 29</i></p>	<p>Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).</p> <p><i>IPT II–Oral Item #5-10, 12-14, 15-18, 21-27, 29</i></p>
<p>Answer simple questions with one- to two- word responses.</p> <p><i>IPT I–Oral Item #1-7, 13-16, 19, 25, 27, 30-32, 47-49</i></p>	<p>Answer simple questions with one- to two- word responses.</p> <p><i>IPT I–Oral Item #1-7, 13-16, 19, 25, 27, 30-32, 47-49</i></p>	<p>Ask and answer questions using simple sentences or phrases.</p> <p><i>IPT I–Oral Item #12, 18, 22, 29, 32, 33, 54, 55, 63, 64</i> <i>IPT II–Oral Item #24-28, 36, 38</i></p>	<p>Ask and answer questions using simple sentences or phrases.</p> <p><i>IPT II–Oral Item #24-28, 36, 38</i></p>
<p>Respond to simple directions and questions using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p><i>IPT I–Oral Item #8, 9, 17, 20, 21, 34, 36, 43</i></p>	<p>Retell stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.</p> <p><i>IPT I–Oral Item #63, 64</i></p>	<p>Demonstrate comprehension of oral presentations and instructions through non-verbal responses (e.g., gestures, pointing, drawing).</p> <p><i>IPT I–Oral Item #8, 9, 20, 21, 34, 36, 43</i> <i>IPT II–Oral Item #1, 11, 19, 20, 33</i> <i>Comprehension of instructions</i></p>	<p>Demonstrate comprehension of oral presentations and instructions through non-verbal responses.</p> <p><i>IPT II–Oral Item #1, 11, 19, 20, 33</i> <i>Comprehension of instructions</i></p>
<p>Independently use common social greetings and simple repetitive phrases (e.g., “Thank you.”, “You’re welcome.”).</p> <p><i>IPT I–Oral (none)</i></p>	<p>Independently use common social greetings and simple repetitive phrases (e.g., “Can I go and play?”).</p> <p><i>IPT I–Oral (none)</i></p>	<p>Independently use common social greetings and simple repetitive phrases (e.g., “Good Morning Ms. _____.”).</p> <p><i>IPT I–Oral (none)</i></p>	

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — BEGINNING (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
			<p>Respond with simple words or phrases to questions about simple written text.</p> <p><i>IPT II–Oral Item #41-44, 58-59</i> <i>Students respond to brief story read aloud.</i></p>
			<p>Orally identify types of media by name (e.g., magazine, documentary, film, news report).</p> <p><i>IPT II–Oral (none)</i></p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</p> <p style="color: green;">IPT I–Oral Item #11, 12, 18, 19, 22, 29, 33, 44-46</p>	<p>Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</p> <p style="color: green;">IPT I–Oral Item #11, 12, 18, 19, 22, 29, 33, 44-46</p>	<p>Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</p> <p style="color: green;">IPT I–Oral Item #11, 12, 18, 19, 22, 29, 33, 44-46</p> <p style="color: red;">IPT II–Oral Item #9, 10, 24-27, 29, 34-39</p>	<p>Begin to be understood when speaking, but with inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns [he/she]).</p> <p style="color: red;">IPT II–Oral Item #9, 10, 24-27, 29, 34-39</p>
<p>Ask and answer questions using phrases or simple sentences.</p> <p style="color: green;">IPT I–Oral Item #12, 18, 22, 29, 32, 33, 54, 55, 63, 64, 67</p>	<p>Ask and answer questions using phrases or simple sentences.</p> <p style="color: green;">IPT I–Oral Item #12, 18, 22, 29, 32, 33, 54, 55, 63, 64, 67</p>	<p>Ask and answer questions using phrases or simple sentences.</p> <p style="color: green;">IPT I–Oral Item #12, 18, 22, 29, 32, 33, 54, 55, 63, 64, 67</p> <p style="color: red;">IPT II–Oral Item #24-28, 36, 38, 41-44</p>	<p>Ask and answer questions using phrases or simple sentences.</p> <p style="color: red;">IPT II–Oral Item #24-28, 36, 38, 41-44</p>
	<p>Restate and execute multistep oral instructions and directions.</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Restate and execute multistep oral instructions and directions.</p> <p style="color: green;">IPT I–Oral (none)</p> <p style="color: red;">IPT II–Oral (none)</p>	<p>Restate and execute multistep oral instructions and directions.</p> <p style="color: red;">IPT II–Oral (none)</p>
<p>Retell familiar stories and short conversations by using appropriate gestures, expressions and illustrative objects.</p> <p style="color: green;">IPT I–Oral Item #63, 64</p>	<p>Orally identify the main points of simple conversations and stories which are read aloud using phrases or simple sentences.</p> <p style="color: green;">IPT I–Oral Item #25-28</p>	<p>Restate in simple sentences the main idea of oral presentations of subject matter content.</p> <p style="color: green;">IPT I–Oral Item (none)</p> <p style="color: red;">IPT II–Oral (none)</p>	<p>Restate in simple sentences the main idea of oral presentations of subject matter content.</p> <p style="color: red;">IPT II–Oral (none)</p>
<p>Orally communicate basic needs (e.g., “May I get a drink of water?”).</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Orally communicate basic needs (e.g., “May I get a drink of water?”).</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Orally communicate basic needs (e.g., “I need to borrow a pencil.”).</p> <p style="color: green;">IPT I–Oral (none)</p> <p style="color: red;">IPT II–Oral (none)</p>	<p>Orally communicate basic needs.</p> <p style="color: red;">IPT II–Oral (none)</p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Recite rhymes, songs, and simple stories.</p> <p>IPT I–Oral Item (none)</p>	<p>Recite rhymes, songs, and simple stories.</p> <p>IPT I–Oral Item (none)</p>	<p>Prepare and deliver a short oral presentation.</p> <p>IPT I–Oral (none) IPT II–Oral (none)</p> <p><i>Classroom task.</i></p>	<p>Prepare and deliver a short oral presentation.</p> <p>IPT I–Oral (none) IPT II–Oral (none)</p> <p><i>Classroom task.</i></p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Ask and answer instructional questions using simple sentences.</p> <p><i>IPT I–Oral Item #27, 38, 44-46, 51, 55, 63, 64</i></p>	<p>Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).</p> <p><i>IPT I–Oral Item #55</i></p>	<p>Respond to messages by asking simple questions or by brief restatement of the message.</p> <p><i>IPT I–Oral Item #79-82</i> <i>IPT II–Oral Item #87-91</i></p>	<p>Respond to messages by asking simple questions or by a brief restatement of the message.</p> <p><i>IPT II–Oral Item #87-91</i></p>
<p>Listen attentively to familiar stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><i>IPT I–Oral Item #25-28, 41-42</i></p>	<p>Listen attentively to familiar stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><i>IPT I–Oral Item #25-28, 41-42, 79-82</i></p>	<p>Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><i>IPT I–Oral Item #25-28, 41-42, 79-82</i> <i>IPT II–Oral Item #41-44, 74-75, 87-91</i></p>	<p>Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</p> <p><i>IPT II–Oral Item #41-44, 74-75, 87-91</i></p>
<p>Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p><i>IPT I–Oral Item #11, 12, 18, 19, 22, 29, 33, 44-46, 51, 54, 63-64, 67, 72-74, 77-78</i></p>	<p>Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p><i>IPT I–Oral Item #11, 12, 18, 19, 22, 29, 33, 44-46, 51, 54, 63-64, 67, 72-74, 77-78</i></p>	<p>Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p><i>IPT I–Oral Item #11, 12, 18, 19, 22, 29, 33, 44-46, 51, 54, 63-64, 67, 72-74, 77-78</i> <i>IPT II–Oral Item #24-27, 35-39, 49-52, 67, 68, 71, 72</i></p>	<p>Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p><i>IPT II–Oral Item #24-27, 35-39, 49-52, 67, 68, 71, 72</i></p>
<p>Actively participate in social conversations with peers and adults by asking and answering questions and soliciting information.</p> <p><i>IPT I–Oral (none)</i></p>	<p>Actively participate in social conversations with peers and adults by asking and answering questions and soliciting information.</p> <p><i>IPT I–Oral (none)</i></p>	<p>Actively participate in social conversations with peers and adults by asking and answering questions and soliciting information.</p> <p><i>IPT I–Oral (none)</i> <i>IPT II–Oral (none)</i></p>	<p>Actively participate in social conversations with peers and adults by asking and answering questions and soliciting information.</p> <p><i>IPT II–Oral (none)</i></p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p style="color: green;">IPT I–Oral Item #63-64, 79-82</p>	<p>Retell stories and talk about school related activities using expanded vocabulary, descriptive words, and paraphrasing.</p> <p style="color: green;">IPT I–Oral Item #63-64, 79-82</p>	<p>Identify the main idea and some supporting details of oral presentations, and simple written texts.</p> <p style="color: green;">IPT I–Oral Item #79-82</p> <p style="color: red;">IPT II–Oral Item #41-44, 74, 75</p>	<p>Identify the main idea and some supporting details of oral presentations, and simple written texts.</p> <p style="color: red;">IPT II–Oral Item #41-44, 74, 75</p>
			<p>Identify a variety of media messages and give some supporting details (e.g., radio, television, motion pictures).</p> <p style="color: red;">IPT II–Oral (none)</p>
		<p>Prepare and deliver short presentations on ideas, premises, or images from a variety of common sources.</p> <p style="color: green;">IPT I–Oral (none)</p> <p style="color: red;">IPT II–Oral (none)</p> <p><i>Classroom task.</i></p>	<p>Prepare and deliver short presentations on ideas, premises, or images obtained from a variety of common sources.</p> <p style="color: red;">IPT II–Oral (none)</p> <p><i>Classroom task.</i></p>
			<p>Prepare, ask, and respond to basic interview questions in a familiar context.</p> <p style="color: red;">IPT II–Oral (none)</p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Listen attentively to stories/information, and orally identify key details and concepts.</p> <p><i>IPT I–Oral Item #25-28</i></p>	<p>Listen attentively to more complex stories/information on new topics across content areas, identifying the main points, and supporting details.</p> <p><i>IPT I–Oral Item #41-42, 79-82</i></p>	<p>Listen attentively to more complex stories/information on new topics across content areas, identifying the main points, and supporting details.</p> <p><i>IPT I–Oral Item #41-42, 79-82</i> <i>IPT II–Oral Item #74-75, 87-91</i></p>	
<p>Retell stories in greater detail including characters, setting, and plot.</p> <p><i>IPT I–Oral Item #63-64, 79-82</i></p>	<p>Retell stories in greater detail including characters, setting, and plot, summary, and analysis.</p> <p><i>IPT I–Oral Item #63-64, 75-76, 79-82</i></p>	<p>Retell stories in greater detail including characters, setting, and plot, summary, and analysis.</p> <p><i>IPT I–Oral Item #63-64, 75-76, 79-82</i> <i>IPT II–Oral Item #41-44, 58-59, 74-75, 85-91</i></p>	<p>Summarize literary pieces in greater detail, including character, setting, plot, and analysis.</p> <p><i>IPT II–Oral (none)</i></p>
<p>Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, modulation, but with some random errors.</p> <p><i>IPT I–Oral Item #29, 45-46, 54, 63-64, 67, 72-83</i></p>	<p>Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, modulation, but with some random errors.</p> <p><i>IPT I–Oral Item #29, 45-46, 54, 63-64, 67, 72-83</i></p>	<p>Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, modulation, but with some random errors.</p> <p><i>IPT I–Oral Item #29, 45-46, 54, 63-64, 67, 72-83</i> <i>IPT II–Oral Item #34, 38, 40, 55, 57, 62, 64, 65, 82</i></p>	<p>Be understood when speaking, using consistent standard English grammatical forms, sounds, intonation, pitch, modulation, but with some random errors.</p> <p><i>IPT II–Oral Item #34, 38, 40, 55, 57, 62, 64, 65, 82</i></p>
<p>Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.</p> <p><i>IPT I–Oral (none)</i> <i>No opportunity for “extended social conversations” in a short oral test.</i> <i>Need class observations.</i></p>	<p>Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.</p> <p><i>IPT I–Oral (none)</i> <i>No opportunity for “extended social conversations” in a short oral test.</i> <i>Need class observations.</i></p>	<p>Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.</p> <p><i>IPT I–Oral (none)</i> <i>IPT II–Oral (none)</i> <i>No opportunity for “extended social conversations” in a short oral test.</i> <i>Need class observations.</i></p>	<p>Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating and soliciting information.</p> <p><i>IPT II–Oral (none)</i> <i>No opportunity for “extended social conversations” in a short oral test.</i> <i>Need class observations.</i></p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Recognize appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><i>IPT I–Oral Item #75-78, 83</i> <i>The IPT tests give students the opportunity to vary their responses according to purpose and subject matter, but not necessarily according to audience.</i></p>	<p>Recognize appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><i>IPT I–Oral Item #75-78, 83</i> <i>The IPT tests give students the opportunity to vary their responses according to purpose and subject matter, but not necessarily according to audience.</i></p>	<p>Recognize appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><i>IPT I–Oral Item #75-78, 83</i> <i>IPT II–Oral Item #58-59, 62, 85-86</i> <i>The IPT tests give students the opportunity to vary their responses according to purpose and subject matter, but not necessarily according to audience.</i></p>	<p>Recognize appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p><i>IPT II–Oral Item #58-59, 62, 85-86</i> <i>The IPT tests give students the opportunity to vary their responses according to purpose and subject matter, but not necessarily according to audience.</i></p>
<p>Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).</p> <p><i>IPT I–Oral Item #29, 63-64, 75-76, 83</i></p>	<p>Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).</p> <p><i>IPT I–Oral Item #29, 63-64, 75-76, 83</i></p>	<p>Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><i>IPT I–Oral Item #29, 63-64, 75-76, 83</i> <i>IPT II–Oral (none)</i></p>	<p>Respond to messages by asking questions, challenging statements or offering examples that affirm the message.</p> <p><i>IPT II–Oral (none)</i></p>
	<p>Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).</p> <p><i>IPT I–Oral (none)</i></p>	<p>Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “heavy as a ton of bricks”, soaking wet”).</p> <p><i>IPT I–Oral (none)</i> <i>IPT II–Oral (none)</i></p>	<p>Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “sunshine girl”, heavy as a ton of bricks”).</p> <p><i>IPT II–Oral (none)</i></p>
		<p>Prepare and deliver presentations that use a variety of sources.</p> <p><i>IPT I–Oral (none)</i> <i>IPT II–Oral (none)</i> <i>Classroom task.</i></p>	<p>Prepare and deliver presentations that follow a process of organization and use a variety of sources.</p> <p><i>IPT II–Oral (none)</i> <i>Classroom task.</i></p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
			<p>Prepare and deliver basic oral presentations/reports on historical investigations and those that describe a problem/solution or a cause/effect.</p> <p><i>IPT II–Oral (none)</i> <i>Classroom task.</i></p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Listen attentively to stories/information on new topics and identify both orally and in writing key details and concepts.</p> <p style="color: green;">IPT I–Oral Item #25-28, 41-42, 75-76, 79-82</p>	<p>Listen attentively to stories and subject area topics, and identify the main points and supporting details.</p> <p style="color: green;">IPT I–Oral Item #25-28, 41-42, 75-76, 79-82</p>	<p>Listen attentively to stories and subject area topics, and identify the main points and supporting details.</p> <p style="color: green;">IPT I–Oral Item #25-28, 41-42, 75-76, 79-82</p> <p style="color: red;">IPT II–Oral Item #41-44, 58-59, 74-75, 85-91</p>	
<p>Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “Give me a hand.”).</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Demonstrate understanding of idiomatic expressions by responding to and using such expressions appropriately (e.g., “It’s pouring outside.”).</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.</p> <p style="color: green;">IPT I–Oral (none)</p> <p style="color: red;">IPT II–Oral (none)</p>	<p>Demonstrate understanding of figurative language and idiomatic expressions by responding to and using such expressions appropriately.</p> <p style="color: red;">IPT II–Oral (none)</p>
			<p>Identify strategies used by the media to present information for a variety of purposes (e.g., to inform, entertain or persuade).</p> <p style="color: red;">IPT II–Oral (none)</p>
<p>Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.</p> <p style="color: green;">IPT I–Oral (none)</p>	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.</p> <p style="color: green;">IPT I–Oral (none)</p> <p style="color: red;">IPT II–Oral (none)</p>	<p>Negotiate and initiate social conversations by questioning, restating, soliciting information and paraphrasing.</p> <p style="color: red;">IPT II–Oral (none)</p>

LISTENING AND SPEAKING

Strategies and Applications

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>IPT I–Oral (none) <i>Need to observe students’ work across tasks and with different audiences in order to assess this standard appropriately.</i></p>	<p>Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>IPT I–Oral (none) <i>Need to observe students’ work across tasks and with different audiences in order to assess this standard appropriately.</i></p>	<p>Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>IPT I–Oral (none) IPT II–Oral (none) <i>Need to observe students’ work across tasks and with different audiences in order to assess this standard appropriately.</i></p>	<p>Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.</p> <p>IPT II–Oral (none) <i>Need to observe students’ work across tasks and with different audiences in order to assess this standard appropriately.</i></p>
<p>Narrate and paraphrase events in greater detail, using more extended vocabulary.</p> <p>IPT I–Oral Item #72-74, 79-82, 83</p>	<p>Identify the main ideas, points of view, and fact/fiction in broadcast and print media.</p> <p>IPT I–Oral (none)</p>	<p>Prepare and deliver presentations/ reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.</p> <p>IPT I–Oral (none) IPT II–Oral (none) <i>Classroom task.</i></p>	<p>Prepare and deliver presentations/ reports across content areas that include purpose, point of view, introduction, coherent transition and appropriate conclusions.</p> <p>IPT II–Oral (none) <i>Classroom task.</i></p>
<p>Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.</p> <p>IPT I–Oral Item #29, 44-46, 54, 63-64, 72-74, 83 <i>Students not rated on basis of pitch, intonation, and modulation in IPT. The items listed ask for students to use complete sentences.</i></p>	<p>Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.</p> <p>IPT I–Oral Item #29, 44-46, 54, 63-64, 72-74, 83 <i>Students not rated on basis of pitch, intonation, and modulation in IPT. The items listed ask for students to use complete sentences.</i></p>	<p>Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.</p> <p>IPT I–Oral Item #29, 44-46, 54, 63-64, 72-74, 83 IPT II–Oral Item #38, 64-65, 55, 57-59, 62, 73, 82, 85-86 <i>Students not rated on basis of pitch, intonation, and modulation in IPT. The items listed ask for students to use complete sentences.</i></p>	<p>Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.</p> <p>IPT II–Oral Item #38, 64-65, 55, 57-59, 62, 73, 82, 85-86</p>

READING

Word Analysis

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Recognize English phonemes that correspond to phonemes students already hear and produce.</p> <p><i>IPT 1–Reading (none)</i></p>	<p>Recognize English phonemes that correspond to phonemes students already hear and produce, while reading aloud.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>No reading aloud in IPT.</i></p>	<p>Recognize and correctly pronounce most English phonemes comprehensibly, while reading aloud.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> <i>No reading aloud in IPT.</i></p>	<p>Recognize and correctly pronounce most English phonemes comprehensibly, while reading aloud.</p> <p><i>IPT 3–Reading (none)</i> <i>No reading aloud in IPT.</i></p>
	<p>Recognize sound/symbol relationships in own writing.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>IPT does not use student-generated text. However, students must demonstrate control over basic literacy skills on the IPT Writing assessments.</i></p>	<p>Recognize most common English morphemes in phrases and simple sentences.</p> <p><i>IPT I–Oral Item #11, 14, 32, 33, 35, 50</i> <i>IPT II–Oral Item #10, 29, 37</i> <i>IPT 2–Reading (all items and text)</i> <i>IPT 3–Reading (all items and text)</i> <i>All items and readings require students to recognize English morphemes in phrases and simple sentences.</i></p>	<p>Recognize most common English morphemes in phrases and simple sentences, (e.g., basic syllabication rules, phonics, regular and irregular plurals).</p> <p><i>IPT 2–Reading (all items and text)</i> <i>IPT 3–Reading (all items and text)</i> <i>All items and readings require students to recognize English morphemes in phrases and simple sentences.</i></p>

READING

Word Analysis

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.</p> <p><i>IPT I–Oral Item #1-7, 11, 13-16, 23-24</i></p>	<p>While reading orally, recognize and produce English phonemes that do not correspond to phonemes students already hear and produce (e.g., “a” in “cat” and final consonants).</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>No oral reading in IPT. In IPT I-Oral Items #23-24, 39-40 students must accurately repeat sentences they hear.</i></p>	<p>Produce most English phonemes comprehensibly while orally reading their own writing, simple sentences or texts.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> <i>The IPT–Oral tests do not utilize student-generated text or read-aloud techniques.</i></p>	<p>Produce most English phonemes comprehensibly while orally reading their own writing, simple sentences or texts.</p> <p><i>IPT 3–Reading (none)</i> <i>The IPT–Oral tests do not utilize student-generated text or read-aloud techniques.</i></p>
<p>Recognize English phonemes that do not correspond to sound students hear and produce, (e.g., “a” in “cat” and final consonants).</p> <p><i>IPT I–Oral Item #23-24, 39-40</i> <i>Students must accurately repeat sentences they hear.</i></p>			
	<p>Recognize common English morphemes in phrases and simple sentences, (e.g., basic syllabication rules and phonics).</p> <p><i>IPT I–Oral Item #11, 14, 32, 33, 50</i> <i>IPT 1–Reading (Part 5) Item #1, 2, 9</i> <i>IPT 2–Reading (Part 5) Item #10</i> <i>Students must answer multiple choice items and oral items in response to texts they read and hear to demonstrate competency.</i></p>	<p>Use common English morphemes in oral and silent reading.</p> <p><i>IPT I–Oral Item #11, 14, 32, 33, 50</i> <i>IPT II–Oral Item #10, 29, 37</i> <i>IPT 2–Reading (Part 5) Item #10</i> <i>Students must answer multiple choice items and oral items in response to texts they read and hear to demonstrate competency.</i></p>	<p>Use common English morphemes in oral and silent reading.</p> <p><i>IPT II–Oral Item #10, 29, 37</i> <i>Students must answer multiple choice items and oral items in response to texts they read and hear to demonstrate competency.</i></p>

READING

Word Analysis

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Recognize obvious cognates in phrases, simple sentences, and written texts.</p> <p>IPT 2–Reading (none) IPT 3–Reading (none)</p>	<p>Recognize obvious cognates in phrases, simple sentences, and written texts.</p> <p>IPT 3–Reading (none)</p>

READING

Word Analysis

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Pronounce most English phonemes correctly, while reading aloud.</p> <p><i>No oral reading on IPT tests. However, IPT I-Oral Items #23-24, 39-40 require students to accurately repeat what they hear.</i></p>	<p>Pronounce most English phonemes correctly, while reading aloud.</p> <p><i>No oral reading on IPT tests. However, IPT I-Oral Items #23-24, 39-40 require students to accurately repeat what they hear.</i></p>		
<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><i>The IPT–Reading Assessments assume basic literacy skills.</i></p>	<p>Use common English morphemes in oral and silent reading.</p> <p><i>IPT I–Oral Item #11, 14, 32, 33, 50 IPT II–Oral Item #10, 29, 37 IPT 1–Reading (all items and texts) IPT 2–Reading (all items and texts) All items and texts require students to apply knowledge of morphemes to derive meanings.</i></p>	<p>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from written texts.</p> <p><i>IPT 2–Reading (all items and texts) IPT 3–Reading (all items and texts) All items and texts require students to apply knowledge of morphemes to derive meanings.</i></p>	<p>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.</p> <p><i>IPT 3–Reading (all items and texts) All items and texts require students to apply knowledge of morphemes to derive meanings.</i></p>
		<p>Identify cognates in literature and texts in content areas.</p> <p><i>IPT 2–Reading (none) IPT 3–Reading (none)</i></p>	<p>Identify cognates in literature and texts in content areas.</p> <p><i>IPT 3–Reading (none)</i></p>
<p>Recognize and name all upper and lower case letters of the alphabet.</p> <p><i>The IPT–Reading Assessments assume basic literacy skills.</i></p>			

READING

Word Analysis

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p><i>IPT 1–Oral Item #11, 14, 32, 33, 50</i> <i>IPT 1–Reading (Part 1, 2, 3, and 4)</i> <i>Students must be able to apply word attack and decoding skills to understand the texts and answer questions.</i></p>	<p>Apply knowledge of common English morphemes in oral and silent reading to derive meaning from written texts.</p> <p><i>IPT 1–Reading (all items and texts)</i> <i>IPT 2–Reading (all items and texts)</i> <i>All items and texts require students to apply knowledge of morphemes to derive meaning.</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from written texts.</p> <p><i>IPT 2–Reading (all items and texts)</i> <i>IPT 3–Reading (all items and texts)</i> <i>In the IPT–Reading tests, students must be able to apply knowledge of word relationships and decoding skills to derive meaning from the text and answer items correctly.</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from written texts.</p> <p><i>IPT 3–Reading (all items and texts)</i> <i>In the IPT–Reading tests, students must be able to apply knowledge of word relationships and decoding skills to derive meaning from the text and answer items correctly.</i></p>
<p>Recognize sound/symbol relationship and basic word formation rules in phrases, simple sentences, or simple text.</p> <p><i>The IPT–Reading assessments assume basic literacy skills.</i></p>		<p>Distinguish between cognates and false cognates in written texts.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Distinguish between cognates and false cognates in written texts.</p> <p><i>IPT 3–Reading (none)</i></p>

READING

Word Analysis

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).</p> <p>IPT 1–Oral Item #11, 14, 32, 33, 50 IPT 1–Reading (Part 1) Item #1-10 <i>In the IPT–Reading tests, students must be able to apply knowledge of word relationships and decoding skills to derive meaning from the text and answer items correctly.</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from written texts.</p> <p>IPT 1–Reading (all items and texts) IPT 2–Reading (all items and texts) <i>In the IPT–Reading tests, students must be able to apply knowledge of word relationships and decoding skills to derive meaning from the text and answer items correctly.</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from written texts.</p> <p>IPT 2–Reading (all items and texts) IPT 3–Reading (all items and texts) <i>In the IPT–Reading tests, students must be able to apply knowledge of word relationships and decoding skills to derive meaning from the text and answer items correctly.</i></p>	<p>Apply knowledge of word relationships, such as roots and affixes, to derive meaning from written texts.</p> <p>IPT 3–Reading (all items and texts) <i>In the IPT–Reading tests, students must be able to apply knowledge of word relationships and decoding skills to derive meaning from the text and answer items correctly.</i></p>
		<p>Apply knowledge of cognates and false cognates to derive meaning from written texts.</p> <p>IPT 2–Reading (none) IPT 3–Reading (none)</p>	<p>Apply knowledge of cognates and false cognates to derive meaning from written texts.</p> <p>IPT 3–Reading (none)</p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
			<p>Recognize simple affixes (educate, education), prefixes (dislike), synonyms (big, large), and antonyms (hot, cold).</p> <p><i>IPT II–Oral Item #37, 53-54, 66, 80</i> <i>IPT 3–Reading (all items and texts)</i> <i>Items and texts in the IPT–Reading assessments require students to recognize and use knowledge of affixes, prefixes, and antonyms.</i></p>
<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p> <p><i>IPT 1–Reading (none)</i> <i>There is no read aloud in IPT.</i></p>	<p>Read aloud simple words in stories or games (e.g., nouns and adjectives).</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>There is no read aloud in IPT.</i></p>	<p>Read aloud simple words in written texts; demonstrate comprehension by using 1-2 words or simple sentence response.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> <i>There is no read aloud in IPT.</i></p>	<p>Read aloud simple words in written texts; demonstrate comprehension by using 1-2 words or simple sentence response.</p> <p><i>IPT 3–Reading (none)</i> <i>There is no read aloud in IPT.</i></p>
<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p><i>IPT I–Oral Item #1, 2, 10, 29, 45-46, 54, 60-64, 67</i> <i>Academic interactions only on IPT.</i></p>	<p>Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).</p> <p><i>IPT I–Oral Item #1, 2, 10, 29, 45-46, 54, 60-64, 67</i> <i>Academic interactions only on IPT.</i></p>	<p>Respond with appropriate short phrases or sentences to a variety of social and academic settings (e.g., answer simple questions).</p> <p><i>IPT I–Oral Item #1, 2, 10, 29, 45-46, 54, 60-64, 67</i> <i>IPT II–Oral Item #12-14, 18, 30, 32, 34, 38</i> <i>Academic interactions only on IPT.</i></p>	<p>Respond with appropriate short phrases or sentences to a variety of social and academic settings (e.g., answer simple questions).</p> <p><i>IPT II–Oral Item #12-14, 18, 30, 32, 34, 38</i> <i>Academic interactions only on IPT.</i></p>
		<p>Create a simple dictionary of words frequently used by students.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> <i>Classroom task.</i></p>	<p>Use an English dictionary to derive meaning of simple known vocabulary.</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom task.</i></p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p style="color: green;">IPT I–Oral Item #8, 9, 17, 20, 21, 34, 36, 43</p>	<p>Demonstrate comprehension of simple vocabulary with an appropriate action.</p> <p style="color: green;">IPT I–Oral Item #8, 9, 17, 20, 21, 34, 36, 43</p>		
<p>Retell simple stories using drawings, words, or phrases.</p> <p style="color: green;">IPT I–Oral Item #63-64, 79-82 IPT 1–Reading (none)</p>	<p>Retell simple stories using drawings, words, or phrases.</p> <p style="color: green;">IPT I–Oral Item #63-64, 79-82 IPT 1–Reading (none) IPT 2–Reading (none)</p>	<p>Retell stories using phrases, and sentences.</p> <p style="color: green;">IPT I–Oral Item #63-64, 79-82 IPT 2–Reading (none) IPT 3–Reading (none)</p>	
<p>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p style="color: green;">IPT I–Oral Item #1-4, 37</p>	<p>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p style="color: green;">IPT I–Oral Item #1-4, 37</p>	<p>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p style="color: green;">IPT I–Oral Item #1-4, 37 IPT II–Oral Item #2-6</p>	<p>Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).</p> <p style="color: red;">IPT II–Oral Item #2-6</p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.</p> <p><i>IPT I–Oral Item #1-4, 37, 60-62</i></p>	<p>Apply knowledge of content-related vocabulary to discussions and reading.</p> <p><i>IPT 1–Reading (Parts 1, 2, 3, 4)</i> <i>IPT 2–Reading (Parts 1, 2, 3, 4)</i> All IPT assessments test vocabulary that has been identified as necessary for academic success.</p>	<p>Use knowledge of literature and content areas to understand unknown words.</p> <p><i>IPT 2–Reading (Part 2) Item #1-10</i> <i>IPT 3–Reading (Part 2) Item #1-10</i> Vocabulary in context items.</p>	<p>Begin to use knowledge of simple affixes, prefixes, synonyms, and antonyms, to interpret the meaning of unknown words.</p> <p><i>IPT 3–Reading (Part 2) Item #1-10</i> Test vocabulary in context. Students must also use their knowledge of word endings, antonyms, etc. to understand reading passages and answer questions in the entire IPT 3–Reading assessment.</p>
			<p>Recognize simple idioms, analogies, figures of speech in written texts (e.g., “the last word”).</p> <p><i>IPT 3–Reading (Part 3) Item #4</i></p>
<p>Read simple vocabulary, phrases, and sentences independently.</p> <p><i>Must be able to do this in order to complete any of the IPT reading tests.</i></p>	<p>Read simple vocabulary, phrases, and sentences independently.</p> <p><i>Must be able to do this in order to complete any of the IPT reading tests.</i></p>	<p>Read simple paragraphs and passages independently.</p> <p><i>Must be able to do this in order to complete any of the IPT reading tests.</i></p>	<p>Read simple paragraphs and passages independently.</p> <p><i>Must be able to do this in order to complete any of the IPT reading tests.</i></p>
			<p>Recognize that words sometimes have multiple meanings and apply this knowledge to written text.</p> <p><i>IPT 3–Reading (Part 3) Item #11</i></p>
<p>Read aloud an increasing number of contextualized vocabulary (e.g., picture labels, word walls, or student-generated texts).</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> No reading aloud in IPT.</p>	<p>Use knowledge of English morphemes phonics, syntax, phonics to decode and interpret the meaning of unfamiliar words in simple sentences.</p> <p><i>IPT 1–Reading (Part 2) Item #1-10</i> <i>IPT 2–Reading (Part 2) Item #1-10</i> Vocabulary in context.</p>		

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</p> <p><i>IPT 1–Reading (none)</i> No reading aloud in IPT. Requires opportunity for teacher observation.</p>	<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> No reading aloud in IPT. Requires opportunity for teacher observation.</p>	<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> No reading aloud in IPT. Requires opportunity for teacher observation.</p>	<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.*</p> <p><i>IPT 3–Reading (none)</i> No reading aloud in IPT. Requires opportunity for teacher observation.</p>
	<p>Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> No reading aloud in IPT.</p>	<p>Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i> No reading aloud in IPT.</p>	<p>Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.</p> <p><i>IPT 3–Reading (none)</i> No reading aloud in IPT.</p>
		<p>Use a standard dictionary to find the meaning of known vocabulary.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Use a dictionary to derive meaning of unknown vocabulary.</p> <p><i>IPT 3–Reading (none)</i></p>
			<p>Use connectors to appropriately sequence written text, (e.g., “first, then, after that, finally”).</p> <p><i>IPT 3–Reading (none)</i></p>

**Teachers are to monitor ELL’s acquisition of English and to provide correction so that kindergarten children working at the advanced ELD proficiency level and students in all other grades working at the early advanced proficiency level will have internalized English language skills to such a degree that the teacher will often observe the students correcting their own grammar, usage, and word choices in speaking, reading, and writing.*

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Create a simple dictionary of frequently used words.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p>	<p>Use a standard dictionary to determine meanings of unknown words.</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p style="color: red;">IPT 3–Reading (none)</p>	<p>Use a standard dictionary to derive meaning of unknown vocabulary.</p> <p style="color: red;">IPT 3–Reading (none)</p>
	<p>Use knowledge of English morphemes, phonics and syntax to decode and interpret the meaning of unfamiliar words in written texts.</p> <p style="color: green;">IPT 1–Reading – all items may apply</p> <p style="color: blue;">IPT 2–Reading – all items may apply</p>	<p>Use knowledge of English morphemes, phonics and syntax to decode written texts.</p> <p style="color: blue;">IPT 2–Reading – all items may apply</p> <p style="color: red;">IPT 3–Reading – all items may apply</p>	<p>Identify variations of the same word that are found in a text and know with some accuracy how affixes change the meaning of these words.</p> <p style="color: red;">IPT 3–Reading – all items may reflect this ability.</p> <p><i>Students must be able to do this to read and understand text. For example, in Part 3, “Competition in Space Exploration,” three variations of the word “launch” are used (“launched,” “launches,” and “launching”).</i></p>
		<p>Recognize simple idioms, analogies, figures of speech, and metaphors in literature and texts in content areas (e.g., to take a fall).</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p style="color: red;">IPT 3–Reading (none)</p>	<p>Demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.</p> <p style="color: red;">IPT 3–Reading (none)</p>
<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><i>No reading aloud in IPT. Requires opportunity for teacher observation.</i></p>	<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><i>No reading aloud in IPT. Requires opportunity for teacher observation.</i></p>	<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><i>No reading aloud in IPT. Requires opportunity for teacher observation.</i></p>	<p>Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.</p> <p><i>No reading aloud in IPT. Requires opportunity for teacher observation.</i></p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use decoding skills to read more complex words independently.</p> <p><i>Students must be able to read independently in order to read and answer IPT–Reading test prompts.</i></p>	<p>Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>No reading aloud in IPT</i></p>		
<p>Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).</p> <p><i>IPT I–Oral Item #72-83</i> <i>These items offer students the opportunity to use more complex vocabulary and sentences. However, they are limited to one-on-one (and one-way) communication between the tester and student.</i></p>	<p>Use content-related vocabulary in discussions and reading.</p> <p><i>IPT 1–Reading (Part 3) Item #1-12</i> <i>IPT 2–Reading (Part 4) Item #7-9</i> <i>No discussions in IPT.</i></p>	<p>Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><i>IPT 2–Reading (Part 4) Item #7-9</i> <i>IPT 3–Reading (Part 4) Item #1-9</i> <i>Students must be able to read independently in order to complete items on the IPT reading tests. All reading test items apply here.</i></p>	<p>Use decoding skills and knowledge of vocabulary, both academic and social, to read independently.</p> <p><i>IPT 3–Reading (Part 3) Item #1-12</i> <i>IPT 3–Reading (Part 4) Item #1-9</i> <i>Students must be able to read independently in order to complete items on the IPT reading tests. All reading test items apply here.</i></p>
<p>Apply knowledge of content-related vocabulary to discussions and reading.</p> <p><i>IPT 1–Reading (Part 3) Item #1-12</i> <i>No discussions in IPT.</i></p>			
<p>Recognize simple prefixes and suffixes when attached to known vocabulary (e.g., remove, jumping).</p> <p><i>IPT 1–Reading (Part 5) Item #1, 2, 5, 7, 9</i></p>	<p>Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p> <p><i>IPT 1–Reading (Part 5) Item #1, 2, 5, 7, 9</i> <i>IPT 2–Reading (Part 5) Item #10</i></p>	<p>Recognize that words sometimes have multiple meanings.</p> <p><i>IPT 3–Reading (Part 3) Item #11, 12</i> <i>Some readings contain words with multiple meanings, however, students are not assessed on them.</i></p>	<p>Apply knowledge of text connectors to make inferences.</p> <p><i>IPT 3–Reading (Part 3) Item #4, 7</i> <i>IPT 3–Reading (Part 4) Item #1, 2</i></p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — EARLY ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p><i>IPT 1–Reading (all items and texts)</i> <i>IPT 2–Reading (all items and texts)</i> <i>See Part 2 for vocabulary in context.</i></p>	<p>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p><i>IPT 2–Reading (all items and texts)</i> <i>IPT 3–Reading (all items and texts)</i> <i>See Part 2 for vocabulary in context.</i></p>	<p>Use knowledge of English morphemes, phonics, and syntax to decode and interpret the meaning of unfamiliar words.</p> <p><i>IPT 3–Reading (all items and texts)</i> <i>See Part 2 for vocabulary in context.</i></p>
<p>Recognize simple antonyms and synonyms in stories or games, (e.g., good, bad; blend, mix).</p> <p><i>IPT 1–Reading (Part 3) Item #1, 3, 6, 7</i> <i>Vocabulary in context.</i></p>	<p>Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present [gift], present [time]).</p> <p><i>IPT 2–Reading (Part 3), Story 1</i> <i>Texts contain words with multiple meanings, such as “You’re up!”</i></p>	<p>Recognize that words sometimes have multiple meanings and apply this knowledge to literature and texts in content areas.</p> <p><i>IPT 3–Reading (Part 3) Story 1, Item #11, 12</i> <i>Texts contain words with multiple meanings, such as, “News broke.”</i></p>	<p>Recognize that words sometimes have multiple meanings and apply this knowledge to understanding written texts.</p> <p><i>IPT 3–Reading (Part 3) Story 1, Item #11, 12</i> <i>Texts contain words with multiple meanings, such as, “News broke.”</i></p>
<p>Use simple prefixes and suffixes when attached to known vocabulary.</p> <p><i>IPT 1–Reading (Part 5) Item #1, 2, 5, 7, 9</i> <i>Students may also demonstrate proper usage in their answers to the IPT 1-Writing prompts.</i></p>	<p>Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).</p> <p><i>IPT 1–Reading (Part 5) Item #1, 2, 5, 7, 9</i> <i>IPT 2–Reading (Part 5) Item #10</i> <i>Students may also demonstrate proper usage in their answers to the IPT–Writing prompts.</i></p>		<p>Use knowledge of affixes, roots and increased vocabulary to interpret the meaning of words in content area texts.</p> <p><i>IPT 3–Reading (Part 2) Item #1-10</i> <i>Vocabulary in context.</i> <i>All texts and questions in Parts 3 & 4 may entail use of these skills.</i></p>
	<p>Use standard dictionary to find the meanings of known vocabulary.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>	<p>Use standard dictionary to determine meanings of unknown words, (e.g., idioms and words with multiple meanings).</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Use standard dictionary to determine meanings of unknown words, (e.g., idioms and words with multiple meanings).</p> <p><i>IPT 3–Reading (none)</i></p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — EARLY ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Recognize simple analogies and metaphors in literature and texts in content areas (e.g., “fly like a bird”).</p> <p>IPT 1–Reading (none) IPT 2–Reading (none)</p>		
<p>Use decoding skills and knowledge of academic and social vocabulary to begin independent reading.</p> <p>IPT 1–Reading (all items and texts) <i>Students must apply knowledge of academic and social vocabulary to read texts and answer test items.</i></p>	<p>Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>IPT 1–Reading (all items and texts) IPT 2–Reading (all items and texts) <i>Students must apply knowledge of academic and social vocabulary to read texts and answer test items.</i></p>	<p>Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>IPT 2–Reading (all items and texts) IPT 3–Reading (all items and texts) <i>Students must apply knowledge of academic and social vocabulary to read texts and answer test items.</i></p>	<p>Use decoding skills and knowledge of academic and social vocabulary to achieve independent reading.</p> <p>IPT 3–Reading (all items and texts) <i>Students must apply knowledge of academic and social vocabulary to read texts and answer test items.</i></p>
	<p>Use some common idioms in discussions and reading (e.g., “scared silly”).</p> <p>IPT 1–Writing (Parts 2, 3) IPT 2–Writing (Parts 2, 3) <i>Opportunity to use, although ability to do so is not rated.</i></p>	<p>Use idioms, analogies and metaphors in literature and texts in content areas.</p> <p>IPT 2–Writing (Parts 2, 3) IPT 3–Writing (Parts 2, 3) <i>Opportunity to use, although ability to do so is not rated.</i></p>	<p>Use idioms, analogies and metaphors in literature and texts in content areas.</p> <p>IPT 3–Writing (Parts 2, 3) <i>Opportunity to use, although ability to do so is not rated.</i></p>
	<p>Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.</p> <p>IPT 1–Reading (none) IPT 2–Reading (none) <i>No reading aloud in IPT.</i></p>	<p>Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.</p> <p>IPT 2–Reading (none) IPT 3–Reading (none) <i>No reading aloud in IPT.</i></p>	<p>Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation and expression.</p> <p>IPT 3–Reading (none) <i>No reading aloud in IPT</i></p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — ADVANCED

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Explain common antonyms and synonyms.</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Apply knowledge of common roots and affixes when attached to known vocabulary.</p> <p style="color: green;">IPT 1–Reading (Part 5) Item #1, 2, 5, 7, 9</p> <p style="color: blue;">IPT 2–Reading (Part 5) Item #10</p> <p><i>All other items and texts apply.</i></p>		
<p>Recognize words that have multiple meanings in texts.</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Recognize that words sometimes have multiple meanings and apply this knowledge consistently.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p><i>Not assessed. However, texts may contain words with multiple meanings.</i></p> <p><i>Example: IPT 2–Reading, Part 3, first story “BJ, you’re up!” – as in up to bat.</i></p>	<p>Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p style="color: red;">IPT 3–Reading (none)</p> <p><i>Not assessed. However, texts may contain words with multiple meanings.</i></p>	<p>Use words appropriately that sometimes have multiple meanings and apply this knowledge consistently to literature and texts in content areas.</p> <p style="color: red;">IPT 3–Reading (none)</p> <p><i>Not assessed. However, texts may contain words with multiple meanings.</i></p>
<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><i>Students must apply knowledge of academic and social vocabulary to read and answer test items in IPT 1–Reading Parts 1, 2, & 3.</i></p>	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><i>Students must apply knowledge of academic and social vocabulary to read and answer test items in IPT 1 and 2–Reading Parts 1, 2, & 3.</i></p>	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><i>Students must apply knowledge of academic and social vocabulary to read and answer test items in IPT 2 and 3–Reading Parts 1, 2, & 3.</i></p>	<p>Apply knowledge of academic and social vocabulary to achieve independent reading.</p> <p><i>Students must apply knowledge of academic and social vocabulary to read and answer test items in IPT 3–Reading Parts 1, 2, & 3.</i></p>
	<p>Use common idioms, some analogies and metaphors in discussion and reading.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p><i>Classroom task.</i></p>	<p>Use common idioms, some analogies and metaphors (e.g., shine like a star, let the cat out of the bag).</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p style="color: red;">IPT 3–Reading (none)</p>	<p>Use common idioms, some analogies and metaphors (e.g., shine like a star, let the cat out of the bag).</p> <p style="color: red;">IPT 3–Reading (none)</p>

READING

Fluency and Systematic Vocabulary Development

ELD STANDARDS — ADVANCED (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
	<p>Use a standard dictionary to determine meaning of unknown words.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>	<p>Use a standard dictionary to determine meaning of unknown words.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Use a standard dictionary to determine meaning of unknown words.</p> <p><i>IPT 3–Reading (none)</i></p>
<p>Read narrative and text aloud with appropriate pacing, intonations, and expression.</p> <p><i>IPT 1–Reading (none)</i> <i>No reading aloud in IPT.</i></p>	<p>Read narrative and expository text aloud with appropriate pacing, intonations, and expression.</p> <p><i>IPT 2–Reading (none)</i> <i>No reading aloud in IPT.</i></p>		

READING

Reading Comprehension

ELD STANDARDS — BEGINNING

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Respond orally to stories read to them, using physical actions and other means of non-verbal communication (e.g., matching objects, pointing to an answer, drawing pictures).</p> <p style="color: green;">IPT I–Oral Item #8, 9, 17, 20, 21, 34, 36, 43</p> <p><i>All are physical responses to oral prompts, not stories.</i></p>			
<p>Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses.</p> <p style="color: green;">IPT I–Oral Item #25-28, 41-42</p>	<p>Respond orally to stories read to them by answering factual comprehension questions using one- or two-word responses (e.g., “brown bear”).</p> <p style="color: green;">IPT I–Oral Item #25-28, 41-42</p>	<p>Read and orally respond to simple text by answering factual comprehension questions using key words or phrases.</p> <p style="color: green;">IPT I–Oral Item #25-28, 41-42</p>	
<p>Draw pictures from student’s own experience related to a story topic (e.g., community in social studies).</p> <p style="color: green;">IPT 1–Reading (none)</p>	<p>Orally identify relationship between simple text read to them and their own experience using key words and/or phrases.</p> <p style="color: green;">IPT 1–Reading (none)</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p><i>Students do not relate their own experiences to texts that are read aloud to them.</i></p>		
<p>Understand and follow simple one-step directions for classroom or work-related activities.</p> <p style="color: green;">IPT I–Oral Item #8, 9, 20</p>	<p>Understand and follow simple one-step directions for classroom or work-related activities.</p> <p style="color: green;">IPT I–Oral Item #8, 9, 20</p>	<p>Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p style="color: green;">IPT I–Oral (none)</p> <p style="color: red;">IPT II–Oral (none)</p>	<p>Understand and follow simple multi-step oral directions of classroom or work-related activities.</p> <p style="color: red;">IPT II–Oral (none)</p>

READING

Reading Comprehension

ELD STANDARDS — BEGINNING (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Identify the basic sequences of events in stories read to them, using key words or pictures.</p> <p style="color: green;">IPT I–Oral Item #25-28</p>	<p>Identify the basic sequences of events in stories read to them, using key words or pictures.</p> <p style="color: green;">IPT I–Oral Item #25-28, 79-82</p>	<p>Recognize categories of familiar informational materials (e.g., newspaper, brochures, etc.).</p> <p style="color: blue;">IPT 2–Reading (none)</p> <p style="color: red;">IPT 3–Reading (none)</p>	<p>Recognize a few specific facts in simple expository texts such as consumer, workplace documents and content area texts.</p> <p style="color: red;">IPT 3–Reading (Part 4) Item #1-9</p>
	<p>Identify the main idea in a story read aloud using key words and/or phrases.</p> <p style="color: green;">IPT I–Oral Item #79-82</p>	<p>Orally identify main ideas and some details of simple texts using key words or phrases.</p> <p style="color: red;">IPT II–Oral Item #41-44</p> <p style="color: gray;"><i>Student identifies details of short text read aloud.</i></p>	<p>Orally identify main ideas and some details of simple texts, and informational materials/public documents (e.g., newspaper, brochures, etc.) using key words or phrases.</p> <p style="color: red;">IPT II–Oral Item #41-44</p> <p style="color: gray;"><i>Student identifies details of short text read aloud.</i></p>
	<p>Point out text features such as title, table of contents, and chapter headings.</p> <p style="color: green;">IPT 1–Reading (Part 4) Item #1-3</p> <p style="color: blue;">IPT 2–Reading (Part 4) Item #7-9</p>	<p>Point out text features such as title, table of contents, and chapter headings.</p> <p style="color: blue;">IPT 2–Reading (Part 4) Item #7-9</p> <p style="color: red;">IPT 3–Reading (none)</p>	<p>Point out text features such as title, table of contents, and chapter headings.</p> <p style="color: red;">IPT 3–Reading (none)</p>
		<p>Use pictures, lists, charts, and tables to identify the factual components of compare and contrast patterns in informational materials, newspapers, and magazines.</p> <p style="color: red;">IPT 3–Reading (Part 4) Item #4-6</p>	<p>Use pictures, lists, charts, and tables to identify the vocabulary, syntax and grammar used in public and workplace documents (e.g., speeches, debates, manuals, and contracts).</p> <p style="color: red;">IPT 3–Reading (none)</p>

READING

Reading Comprehension

ELD STANDARDS — BEGINNING (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Orally identify examples of fact/opinion and cause/effect in familiar text.</p> <p><i>IPT II–Oral Item #74-75</i> <i>These items require students to state the effect of an action. However, the text (read aloud) would not be familiar to the student.</i></p>	

READING

Reading Comprehension

ELD STANDARDS — EARLY INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Respond orally to simple stories read to them by answering factual comprehension questions using phrases or simple sentences.</p> <p><i>IPT I–Oral Item #25-28, 41-42</i></p>	<p>Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “the bear is brown”).</p> <p><i>IPT I–Oral Item #25-28, 41-42, 79-82</i> <i>IPT 1–Reading (Part 3) Item #1-8</i> <i>IPT 2–Reading (Part 3) Item #1-6</i> <i>Students respond to stories read aloud using words, phrases or sentences.</i> <i>Students read and answer multiple choice comprehension questions.</i></p>	<p>Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><i>IPT 2–Reading (Part 3) Item #1-12</i> <i>IPT 3–Reading (Part 3) Item #1-12</i> <i>Students read and answer multiple choice comprehension questions.</i></p>	<p>Read and orally respond to simple literary text and text in content areas by answering factual comprehension questions using simple sentences.</p> <p><i>IPT 3–Reading (Part 3) Item #1-12</i> <i>Students read and answer multiple choice comprehension questions.</i></p>
<p>Draw and label pictures related to a story topic or own experience.</p> <p><i>IPT 1–Reading (none)</i></p>	<p>Read and orally identify relationships between written text and their own experience using simple sentences.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>Students not required to relate their own experience to written text, orally or in writing.</i></p>		
<p>Understand and follow simple two-step directions of classroom or work-related activities.</p> <p><i>IPT 1–Reading (none)</i></p>	<p>Understand and follow simple two-step directions of classroom or work-related activities.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>	<p>Identify and follow some multi-step directions for simple mechanical devices and basic forms.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Identify and follow some multi-step directions for simple mechanical devices and basic forms.</p> <p><i>IPT 3–Reading (none)</i></p>
<p>Orally identify the basic sequence of text read to them using key words or phrases.</p> <p><i>IPT I–Oral Item #25-28, 79-82</i></p>	<p>Orally identify the basic sequence of written text using simple sentences.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>	<p>Locate and orally explain categories of simple informational materials using simple sentences.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Orally identify the features of simple excerpts of public documents using key words or phrases.</p> <p><i>IPT II–Oral Item #77-78</i> <i>Identify sales on chart.</i></p>

READING

Reading Comprehension

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Use the content of a story to draw logical inferences.</p> <p><i>IPT 1–Reading (Part 3) Item #7, 8</i></p>	<p>Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences.</p> <p><i>IPT I–Oral Item #41-42, 75-76</i> <i>Students respond orally to stories read to them aloud.</i></p> <p><i>IPT 1–Reading (Part 3) Item #7-8, 10</i> <i>IPT 2–Reading (Part 3) Item #5, 6, 12</i> <i>Students read and answer multiple choice questions.</i></p>	<p>Read and orally identify main ideas and details of informational materials, literary text and text in content areas using simple sentences.</p> <p><i>IPT II–Oral Item #74-75, 87, 91</i> <i>Students respond orally to stories read to them aloud.</i></p> <p><i>IPT 2–Reading (Part 3) Item #1-12</i> <i>IPT 3–Reading (Part 3) Item #1-12</i> <i>Students read and answer multiple choice questions.</i></p>	<p>Read and orally identify a few specific facts in familiar expository text such as consumer and workplace documents and content area text.</p> <p><i>IPT II–Oral Item #74-75, 87, 91</i> <i>Students respond orally to stories read to them aloud.</i></p> <p><i>IPT 3–Reading (Part 3) Item #1-12</i> <i>Students read and answer multiple choice questions.</i></p>
	<p>Read and identify basic text features such as title, table of contents, and chapter headings.</p> <p><i>IPT 1–Reading (Part 4) Item #1-3</i> <i>IPT 2–Reading (Part 4) Item #7-9</i></p>		
	<p>Orally identify examples of fact/opinion in simple text read to them.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>	<p>Read and orally identify examples of fact/opinion and cause/effect in written text using simple sentences.</p> <p><i>IPT II–Oral Item #74-75</i> <i>These items require students to state the effect of an action. However, the text is read aloud by the teacher.</i></p>	
		<p>Orally identify the factual components of simple informational materials using key words or phrases.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Orally identify the structure and format of workplace documents (e.g., format, graphics and headers using simple sentences).</p> <p><i>IPT 3–Reading (none)</i></p>

READING

Reading Comprehension

ELD STANDARDS — EARLY INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
			<p>After a group activity, present a brief oral report demonstrating three or four simple steps necessary to achieve a specific goal or product from a consumer or workplace document.</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom task.</i></p>

READING

Reading Comprehension

ELD STANDARDS — INTERMEDIATE

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Read and orally respond to stories by answering factual comprehension questions using simple sentences.</p> <p><i>IPT 1–Reading (Part 3) Items #1-8</i> <i>No oral responses but factual comprehension reading competency is assessed.</i></p>	<p>Generate and orally respond to comprehension questions about written text using detailed sentences (e.g., “The brown bear lives with his family in the forest.”).</p> <p><i>IPT 1–Reading (Part 3) Items #1-12</i> <i>IPT 2–Reading (Part 3) Items #1-12</i> <i>No oral responses, but this factual comprehension reading competency is assessed through written responses.</i></p>	<p>Read and orally respond to literary text by answering factual comprehension questions using detailed sentences.</p> <p><i>IPT 2–Reading (Part 3) Items #7-12</i> <i>IPT 3–Reading (Part 3) Items #7-12</i> <i>No oral responses, but this literary text reading competency is assessed through written responses to poetry.</i></p>	<p>Orally identify two to three examples of how clarity of text is affected by repetition of key ideas and syntax using detailed sentences.</p> <p><i>IPT 3–Reading (none)</i></p>
<p>While reading orally in a group, point out basic text features such as title, table of contents, and chapter headings.</p> <p><i>IPT 1–Reading (none)</i> <i>No group work in IPT</i></p>	<p>Read and identify text features such as titles, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts.</p> <p><i>IPT 1–Reading (Part 4) Item #1-3</i> <i>IPT 2–Reading (Part 4) Item #7-9</i></p>		<p>Present a brief report which verifies and clarifies facts presented in two to three forms of expository text.</p> <p><i>IPT 3–Reading (none)</i> <i>Classroom activity which requires preparation time.</i></p>
<p>Use the content of stories read aloud to draw inferences.</p> <p><i>IPT I–Oral Item #75-76</i></p>	<p>Read and orally identify the main ideas, and use them to make predictions, and provide supporting details for predictions made.</p> <p><i>IPT 1–Reading (Part 3)</i> <i>IPT 2–Reading (Part 3)</i> <i>No read and discuss items on IPT.</i> <i>Students respond to multiple choice items.</i></p>	<p>Read and orally explain main ideas and details of informational, literary and text materials in content areas using detailed sentences.</p> <p><i>IPT 2–Reading (Part 3) Item #7-12</i> <i>IPT 3–Reading (Part 3) Item #1-12</i> <i>IPT 3–Reading (Part 4) Item #1-9</i> <i>No read and discuss items on IPT.</i> <i>Students respond to multiple choice items.</i></p>	<p>Read and orally identify the main ideas and use them to make predictions about informational, literary text and text in content areas using detailed sentences.</p> <p><i>IPT 3–Reading (none)</i> <i>No read and discuss items on IPT.</i></p>

READING

Reading Comprehension

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
<p>Write captions of words or phrases for drawings related to a story.</p> <p><i>IPT 1–Reading (none)</i> <i>This technique is not used in IPT.</i></p>	<p>Read and orally describe relationships between text and their own experience using more detailed sentences.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i> <i>While students are not requested to relate test content to their own experiences in the Reading Tests, there are examples of this in the Oral Tests.</i></p>		
<p>Understand and follow some multi-step directions of classroom-related activities.</p> <p><i>IPT 1–Reading (none)</i></p>	<p>Understand and follow some multi-step directions of classroom-related activities.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>	<p>Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.</p> <p><i>IPT 2–Reading (none)</i> <i>IPT 3–Reading (none)</i></p>	<p>Understand and orally explain most multi-step directions for simple mechanical devices and for simple applications.</p> <p><i>IPT 3–Reading (none)</i></p>
	<p>Read and orally identify examples of fact/opinion and cause/effect in written text.</p> <p><i>IPT 1–Reading (none)</i> <i>IPT 2–Reading (none)</i></p>		
			<p>Listen to an excerpt from a brief political speech and give an oral critique of the author’s evidence using simple sentences.</p> <p><i>IPT II–Oral Item #85-86</i> <i>These items require students to make and support a recommendation based on a short text read aloud.</i></p>

READING

Reading Comprehension

ELD STANDARDS — INTERMEDIATE (continued)

GRADES K-2	GRADES 3-5	GRADES 6-8	GRADES 9-12
		<p>Identify and orally explain the differences among some categories of informational materials using detailed sentences.</p> <p>IPT 2–Reading (none) IPT 3–Reading (none)</p>	<p>Read and orally identify the structure and format of workplace documents (e.g., graphics and headers, and give one brief example of how authors use the feature to achieve their purpose).</p> <p>IPT 3–Reading (none)</p>
		<p>Understand and orally identify the basic components and rhetorical styles found in common consumer and informational materials (e.g., warranties, contracts, manuals, magazines).</p> <p>IPT 2–Reading (none) IPT 3–Reading (none)</p>	<p>Read and orally identify the features of rhetorical devices of simple excerpts of public and workplace documents and content text using simple sentences.</p> <p>IPT 3–Reading (none)</p>