

# Washington State

English Language  
Development  
(ELD)

Listening and Speaking  
Standards

**Grades 3-5**

# ELD Standards Committee Members

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# Introduction

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

Students need to develop proficiencies including:

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

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

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
**Grades 3-5**

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

Component 1.1: The student will focus attention.

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

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

<b>GLE</b>	<b>Beginning</b>	<b>GLE</b>	<b>Advanced Beginning</b>	<b>GLE</b>	<b>Intermediate</b>	<b>GLE</b>	<b>Advanced</b>	<b>GLE</b>	<b>Transitional</b>
1.2	<ul style="list-style-type: none"> <li>Use physical actions and/or words to respond to simple directions and questions.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Respond to simple directions and questions.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Respond to directions, questions, and some idiomatic expressions.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Respond to multi-step directions and to questions.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Respond to multi-step directions and to questions.</li> </ul>
		1.2	<ul style="list-style-type: none"> <li>Use phrases to identify main points of simple conversations and stories.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Use simple sentences to retell or state main point and details of conversations and stories.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Use descriptive sentences to retell stories in detail including characters, setting, and plot.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Use descriptive sentences to retell or state main point and supporting details of conversations, oral presentations and familiar literature and subject area content.</li> </ul>
				1.2	<ul style="list-style-type: none"> <li>Recognize inappropriate use of register.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Independently recognize inappropriate use of register.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Recognize inappropriate use of register and suggest alternatives.</li> </ul>
				1.2	<ul style="list-style-type: none"> <li>Recognize patterns in familiar words, songs, chants, and rhymes.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Use context to determine appropriate meaning of multiple meaning words.</li> </ul>	1.2	<ul style="list-style-type: none"> <li>Use context to determine appropriate meaning of multiple meaning words.</li> </ul>

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
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**EALR 1: The student uses listening and observation skills to gain understanding.**

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

<b>GLE</b>	<b>Beginning</b>	<b>GLE</b>	<b>Advanced Beginning</b>	<b>GLE</b>	<b>Intermediate</b>	<b>GLE</b>	<b>Advanced</b>	<b>GLE</b>	<b>Transitional</b>
1.3	<ul style="list-style-type: none"> <li>Use classroom norms to signal to ask a question.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use words and/or phrases, intonation to ask simple questions.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use simple forms* to ask questions about content.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use simple forms* to probe for details about content.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use more extensive supporting details and content area vocabulary to ask questions in a variety of contexts and questions.</li> </ul>
1.3	<ul style="list-style-type: none"> <li>Use single word/gestures to ask for repetition in order to clarify.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use words/phrases in a frame to paraphrase.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use simple sentences to paraphrase.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use descriptive sentences with some content vocabulary to paraphrase.</li> </ul>	1.3	<ul style="list-style-type: none"> <li>Use descriptive sentences with content vocabulary to paraphrase.</li> </ul>

\*simple forms are defined as *Who, What, Where, When* questions as well as *subject/verb inversions* e.g., “Is the dog big?” which would elicit *Yes/No* answers.

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
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**EALR 2: The student communicates ideas clearly and effectively.**

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

<b>GLE</b>	<b>Beginning</b>	<b>GLE</b>	<b>Advanced Beginning</b>	<b>GLE</b>	<b>Intermediate</b>	<b>GLE</b>	<b>Advanced</b>	<b>GLE</b>	<b>Transitional</b>
2.1	<ul style="list-style-type: none"> <li>Use words to participate in social conversations using informal language.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use phrases and/or simple sentences to participate in social conversations with peers using informal language.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use simple sentences to participate in social conversations on familiar topic with peers and adults.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use descriptive sentences to participate in social conversations with peers and adults.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Independently participate in social conversations with peers and adults.</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Use, through repetition, common social greetings, simple repetitive phrases, and state basic needs using informal language.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Independently use common social greetings, simple repetitive phrases, and state basic needs using informal language.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use simple sentences to tell a story, inform, explain and entertain.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use descriptive sentences to tell a story, inform, and entertain, and persuade.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Apply communication skills to narrate, inform, explain, entertain, and persuade in a variety of contexts.</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Use gestures and/or words to participate in group discussion or activity, which involve concrete objects.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use words and/or phrases to role-play an action or event.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Begin to use appropriate language registers for speaking to different audiences with teacher support.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Begin to use appropriate language registers, with occasional lapses.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use different language registers in situations as appropriate.</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Use words to tell a story from a familiar picture book.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use words and/or phrases to tell a familiar story, or recount scenes from a film, video or drama.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Give instructions for a familiar process; process may be out of sequence and/or steps may be skipped.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Give instructions for a familiar process in an understandable manner.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Give instructions in a precise and understandable manner.</li> </ul>
2.1	<ul style="list-style-type: none"> <li>Use gestures and/or words to role-play an action or event.</li> </ul>								

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
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**EALR 2: The student communicates ideas clearly and effectively.**

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

<b>GLE</b>	<b>Beginning</b>	<b>GLE</b>	<b>Advanced Beginning</b>	<b>GLE</b>	<b>Intermediate</b>	<b>GLE</b>	<b>Advanced</b>	<b>GLE</b>	<b>Transitional</b>				
2.1	<ul style="list-style-type: none"> <li>Repeat words, which are part of the frozen register (i.e., Pledge of Allegiance).</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use word and/or phrases to inform, and entertain.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use words and/or phrases to participate in group discussion or activity, which involves concrete objects.</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Repeat phrases, which are part of the frozen register (i.e., Pledge of Allegiance, poems, favorite stories).</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Repeat sentences, which are part of the frozen register (i.e., Pledge of Allegiance, poems, favorite stories).</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use appropriate body language used in frozen register (i.e., Pledge of Allegiance, poems, favorite stories).</li> </ul>	2.1	<ul style="list-style-type: none"> <li>Use appropriate body language and eye contact when delivering oral presentations.</li> </ul>

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
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**EALR 2: The student communicates ideas clearly and effectively.**

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

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
		2.2	<ul style="list-style-type: none"> <li>Connect words and phrases using the conjunction <i>and</i>.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i> and <i>but</i>.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i>.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Connect sentences using the words <i>and</i>, <i>and then</i>, <i>after</i>, <i>if</i> and <i>but</i> to sustain a topic.</li> </ul>
		2.2	<ul style="list-style-type: none"> <li>Begin to sequence words and/or phrases related to a familiar topic using a picture</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Organize a simple oral presentation in a logical order with a clear beginning, middle and end, with teacher support.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end, with minimal teacher support.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Organize an oral presentation in a logical order, i.e., beginning, middle and end.</li> </ul>
				2.2	<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list, with teacher support.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list, with teacher support.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Select and narrow a topic from a teacher-provided list.</li> </ul>
				2.2	<ul style="list-style-type: none"> <li>Choose examples to support ideas from a list, with teacher support.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Use examples and details to support ideas with teacher support.</li> </ul>	2.2	<ul style="list-style-type: none"> <li>Use examples and descriptive details to support ideas.</li> </ul>

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**EALR 2: The student communicates ideas clearly and effectively.**

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

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

<b>GLE</b>	<b>Beginning</b>	<b>GLE</b>	<b>Advanced Beginning</b>	<b>GLE</b>	<b>Intermediate</b>	<b>GLE</b>	<b>Advanced</b>	<b>GLE</b>	<b>Transitional</b>
2.3	<ul style="list-style-type: none"> <li>Use gestures and/or words to participate in group discussion or activity.</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Use words and/or phrases to participate in group discussion or activity while beginning to use appropriate eye contact and volume.</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Distinguish between appropriate ways of speaking to different audiences (register).</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Use appropriate ways of speaking that vary based on audience and subject matter.</li> </ul>
				2.3	<ul style="list-style-type: none"> <li>Use simple sentences to share information with class, using appropriate volume.</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Use descriptive sentences to share information with class, while beginning to use appropriate volume, intonation, and expression.</li> </ul>	2.3	<ul style="list-style-type: none"> <li>Make oral presentation to class, using appropriate volume, intonation, eye contact, and expression.</li> </ul>
2.4	<ul style="list-style-type: none"> <li>Use gestures and/or words to communicate needs and role-play an action or event.</li> </ul>	2.4	<ul style="list-style-type: none"> <li>Use words and/or phrases to tell a story, inform, and entertain.</li> </ul>	2.4	<ul style="list-style-type: none"> <li>Use simple sentences with inconsistent use of syntax, tense, plurals, and subject/verb agreement.</li> </ul>	2.4	<ul style="list-style-type: none"> <li>Use descriptive sentences with common grammatical forms, with some errors.</li> </ul>	2.4	<ul style="list-style-type: none"> <li>Speak clearly and comprehensibly using academic English with occasional errors.</li> </ul>

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
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**Communication is a cultural process. In order to work together effectively and be culturally responsive, teachers and students in all classrooms need to be able to:**

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

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

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

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

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

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
3.1	<ul style="list-style-type: none"> <li>• Independently use common social greetings, simple repetitive phrases, and state basic needs.</li> </ul>	3.1	<ul style="list-style-type: none"> <li>• Use words and/or phrases to actively participate in social and academic conversations on familiar topics.</li> </ul>	3.1	<ul style="list-style-type: none"> <li>• Use simple sentences to actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	3.1	<ul style="list-style-type: none"> <li>• Initiate and actively participate in social and academic conversations on unfamiliar topics.</li> </ul>	3.1	<ul style="list-style-type: none"> <li>• Respond actively and appropriately both in-group work and in informal interactions.</li> </ul>
		3.1	<ul style="list-style-type: none"> <li>• Demonstrate turn-taking in a conversation and a group discussion.</li> </ul>	3.1	<ul style="list-style-type: none"> <li>• Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>	3.1	<ul style="list-style-type: none"> <li>• Demonstrate turn-taking in a conversation and a group discussion, responding appropriately to nonverbal cues.</li> </ul>		
3.2	<ul style="list-style-type: none"> <li>• Use words or gestures to contribute to group discussions, including personal experiences.</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Use words and/or phrases to contribute to group discussions, including personal experiences.</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Use simple sentences to explain ideas clearly in-group discussion, including personal experiences.</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Use descriptive sentences to explain ideas clearly in-group discussions, helping group move toward consensus.</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Explain ideas clearly in-group discussions and elaborate on the contributions of other group members.</li> </ul>

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

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

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

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

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

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

GLE	Beginning	GLE	Advanced Beginning	GLE	Intermediate	GLE	Advanced	GLE	Transitional
				3.2	<ul style="list-style-type: none"> <li>• Begin to use established group rules and assume various assigned roles to further progress of a group.</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Use descriptive sentences to offer personal opinion based on what has already been said.</li> </ul>	3.2	<ul style="list-style-type: none"> <li>• Contribute to group with examples and suggestions and assume various assigned roles to further the progress of the group.</li> </ul>
		3.3	<ul style="list-style-type: none"> <li>• Use words and/or phrases to suggest a solution to a problem.</li> </ul>	3.3	<ul style="list-style-type: none"> <li>• Use simple sentences to brainstorm solutions to problems.</li> </ul>	3.3	<ul style="list-style-type: none"> <li>• Use descriptive sentences to contribute and prioritize possible solutions to a problem.</li> </ul>	3.3	<ul style="list-style-type: none"> <li>• Contribute and prioritize multiple solutions to problems.</li> </ul>

**WASHINGTON STATE ELD LISTENING AND SPEAKING STANDARDS**  
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**EALR 4: The student analyzes and evaluates the effectiveness of formal and informal communication.**

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

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

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