

Grades 4-12: Listening ELPS

ELPS Focus	ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
Phonology and Vocabulary	<p>1(A) distinguish sounds and intonation patterns by responding with gestures or images, orally, or in writing</p> <p>1(B) use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing</p>	<ul style="list-style-type: none"> recognizing sounds, intonation patterns, and vocabulary during classroom interactions using context, visuals, gestures, and prior knowledge to determine meaning identifying word parts (cognates, prefixes, suffixes, and roots) to understand new vocabulary responding to what they hear through speaking, writing, gestures, or visuals 	<ul style="list-style-type: none"> modeling pronunciation, sounds, and intonation patterns during instruction explicitly teaching academic vocabulary and word-learning strategies highlighting word features (cognates, prefixes, suffixes, roots, and context) to support comprehension providing structured opportunities for students to hear, discuss, and apply new language 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What sounds, patterns, or words do you notice?</p> <p>What clues helped you understand what you heard?</p> <p>What word parts or familiar words helped you determine meaning?</p>
Following Directions and Language Structures/Pragmatics	<p>1(C) respond with accuracy to oral directions, instructions, and requests</p> <p>1(D) use context to construct the meaning of descriptive language, words with multiple meanings, register, and figurative language such as idiomatic expressions, heard during formal and informal classroom interactions</p>	<ul style="list-style-type: none"> following oral directions, instructions, and requests accurately using context, tone, and surrounding language to construct meaning interpreting descriptive language, multiple-meaning words, and figurative expressions responding appropriately by explaining, clarifying, or applying what they heard 	<ul style="list-style-type: none"> providing clear, structured oral directions and explanations modeling how context, tone, and language features support understanding explicitly teaching descriptive, figurative, and content-specific language checking for understanding and providing opportunities for students to respond and clarify meaning 	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>	<p>What are you being asked to do?</p> <p>What clues helped you determine the meaning?</p> <p>What does this word, phrase, or expression mean in this context?</p>
Comprehension	<p>1(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details</p> <p>1(F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition</p>	<ul style="list-style-type: none"> identifying and explaining important ideas from oral and multimedia sources restating, paraphrasing, or summarizing information they hear asking questions, clarifying misunderstandings, and seeking additional details connecting information from listening experiences to learning and discussions 	<ul style="list-style-type: none"> providing opportunities to listen to and interact with a variety of oral and multimedia sources guiding students to identify key ideas, summarize, and respond to information modeling how to ask clarifying questions and monitor comprehension facilitating meaningful discussions that support language development and content understanding 	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>What are the most important ideas you heard?</p> <p>How would you summarize or explain the information?</p> <p>How does this information connect to what you are learning?</p>

Observation Notes: _____

Grades 4-12: Speaking ELPS

ELPS Focus	ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
Phonology and Vocabulary	<p>2(A) pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy</p> <p>2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words</p>	<ul style="list-style-type: none"> pronouncing words and academic vocabulary with increasing accuracy using newly learned and high-frequency words during classroom interactions applying content-specific vocabulary when speaking about learning communicating ideas using words, phrases, and sentences that reflect growing language proficiency 	<ul style="list-style-type: none"> modeling accurate pronunciation and academic language during instruction explicitly teaching and reinforcing new vocabulary in meaningful contexts providing structured opportunities for students to practice speaking and using new words encouraging students to apply content-specific vocabulary during discussions and collaborative learning 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>How can you use the new vocabulary in your response?</p> <p>What academic words help explain your thinking?</p> <p>How can you say that more clearly or precisely?</p>
Language Structures/Syntax and Register	<p>2(C) speak using a variety of language and grammatical structures, sentence lengths and types, and transition words</p> <p>2(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency</p>	<ul style="list-style-type: none"> using a variety of sentence types, lengths, and grammatical structures when speaking connecting ideas using transition words and phrases adjusting language based on audience, purpose, and setting speaking with increasing accuracy, clarity, and fluency during classroom interactions 	<ul style="list-style-type: none"> modeling academic language, sentence structures, and appropriate register providing sentence stems, discussion supports, and opportunities for extended speaking explicitly teaching how language changes based on audience and purpose encouraging students to elaborate, clarify, and expand oral responses 	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>	<p>How can you expand or strengthen your response?</p> <p>What transition words can help connect your ideas?</p> <p>Is your language appropriate for the audience and purpose?</p>
Discourse and Response to Information	<p>2(E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse</p> <p>2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions</p>	<ul style="list-style-type: none"> describing, explaining, and discussing ideas using academic language asking and responding to questions during classroom interactions supporting responses with details, evidence, or reasoning participating in conversations that extend and clarify understanding 	<ul style="list-style-type: none"> providing structured opportunities for academic discussions and collaboration modeling how to explain thinking, justify responses, and ask meaningful questions encouraging students to elaborate, clarify, and support their ideas scaffolding academic language needed for discussion and oral responses 	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>What evidence or details support your response?</p> <p>What question could you ask to deepen the conversation?</p> <p>How can you build on or respond to a classmate's idea?</p>

Observation Notes: _____

Grades 4-12: Reading ELPS

ELPS Focus	ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
Print Concepts and Phonology	<p>3(A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom</p> <p>3(B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words</p>	<ul style="list-style-type: none"> using print concepts and text features to navigate and read a variety of texts applying knowledge of sounds, letters, word patterns, and word parts to decode unfamiliar words using cognates, affixes, roots, and base words to determine word meaning reading increasingly complex words and vocabulary with accuracy 	<ul style="list-style-type: none"> explicitly teaching print concepts, word patterns, and word-analysis strategies modeling how to use cognates, affixes, roots, and base words to decode and understand words highlighting patterns and features within words that support reading and comprehension providing opportunities for students to apply decoding and word-analysis skills during authentic reading tasks 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What parts of the word help you read or understand it?</p> <p>Do you recognize any roots, affixes, or cognates in this word?</p> <p>What pattern do you notice in the word?</p>
Vocabulary and Language Structures-Semantics/Pragmatics	<p>3(C) use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text</p> <p>3(D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text</p>	<ul style="list-style-type: none"> using context, word parts, and prior knowledge to determine the meaning of unfamiliar words applying knowledge of cognates, prefixes, suffixes, and roots to comprehend text interpreting figurative language, multiple-meaning words, and academic vocabulary constructing meaning from increasingly complex texts 	<ul style="list-style-type: none"> explicitly teaching vocabulary, word-learning strategies, and language structures modeling how to use context, cognates, prefixes, suffixes, and roots to determine meaning highlighting figurative language, multiple-meaning words, and content-specific vocabulary during reading providing opportunities for students to apply vocabulary and comprehension strategies in authentic texts 	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>	<p>What clues helped you determine the meaning of this word or phrase?</p> <p>What word parts or familiar words helped you understand it?</p> <p>What does this word, phrase, or expression mean in this context?</p>
Purpose for Reading, Comprehension, and Fluency	<p>3(E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension</p> <p>3(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports</p> <p>3(G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions</p> <p>3(H) read with fluency and prosody and demonstrate comprehension of content-area text</p>	<ul style="list-style-type: none"> using pre-reading strategies to activate prior knowledge, make predictions, and set a purpose for reading using visual, contextual, and linguistic supports to make meaning from text demonstrating comprehension by summarizing, paraphrasing, discussing, and responding to text reading increasingly complex texts with fluency, accuracy, and understanding 	<ul style="list-style-type: none"> modeling and facilitating pre-reading, comprehension, and fluency strategies providing visual, contextual, and linguistic supports to promote understanding guiding students to monitor comprehension and respond to text using academic language providing opportunities for students to read, discuss, summarize, and analyze content-area texts 	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>What do you already know about this topic, and what do you predict?</p> <p>What strategies are helping you understand the text?</p> <p>What is the most important idea or message in the text?</p>

Observation Notes: _____

Grades 4-12: Writing ELPS

ELPS Focus	ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
Encoding and Phonology	<p>4(A) apply relationships between sounds and letters of the English language to represent sounds when writing</p> <p>4(B) write text following conventional spelling patterns and rules</p>	<ul style="list-style-type: none"> ○ applying knowledge of sounds, letters, and spelling patterns when writing ○ using word parts, patterns, and familiar words to spell increasingly complex words ○ writing words with increasing accuracy and independence ○ applying spelling knowledge to communicate ideas in writing 	<ul style="list-style-type: none"> ○ explicitly teaching sound-symbol relationships, spelling patterns, and word structures ○ modeling how to apply spelling and encoding strategies during writing ○ highlighting patterns, affixes, roots, and other features that support spelling ○ providing opportunities for students to practice and apply spelling skills in authentic writing tasks 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What sounds and letter patterns do you notice in this word?</p> <p>What spelling pattern or word part can help you write this word?</p> <p>How can you use what you know about words to spell this correctly?</p>
Vocabulary and Language Structures-Syntax	<p>4(C) write using a combination of high-frequency words and content-area vocabulary</p> <p>4(D) write content-area texts using a variety of sentence lengths and types and transition words</p>	<ul style="list-style-type: none"> ○ using high-frequency and content-specific vocabulary in their writing ○ writing using a variety of sentence types and lengths ○ connecting ideas using transition words and phrases ○ expanding and refining written responses with increasing detail and precision 	<ul style="list-style-type: none"> ○ explicitly teaching academic vocabulary, sentence structures, and transition words ○ modeling how to incorporate content-specific language into writing ○ providing sentence stems, frames, and mentor examples to support writing development ○ guiding students to revise and expand writing for clarity and precision 	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>	<p>What academic or content-specific vocabulary can you use?</p> <p>How can you combine or expand your ideas into stronger sentences?</p> <p>What transition words can help connect your ideas?</p>
Grammar and Discourse	<p>4(E) write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions</p> <p>4(F) write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose and audience</p>	<ul style="list-style-type: none"> ○ applying conventions of written English, including capitalization, punctuation, grammar, and spelling ○ using appropriate content, organization, and language for a specific purpose and audience ○ supporting ideas with relevant details, examples, and evidence ○ writing to narrate, describe, explain, respond, or justify ideas with increasing clarity and precision 	<ul style="list-style-type: none"> ○ explicitly teaching conventions, grammar structures, and academic writing expectations ○ modeling how to organize and develop writing for different purposes and audiences ○ providing opportunities for students to revise, edit, and strengthen written communication ○ guiding students to support ideas with details, evidence, and content-specific language 	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>How does your writing match the purpose and audience?</p> <p>What details or evidence support your ideas?</p> <p>How can you improve the clarity and organization of your writing?</p>

Observation Notes: _____
