

Grades K-3: 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 orally, in writing, or with gestures</p> <p>1(B) demonstrate an understanding of content-area 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 and mimicking sounds, rhythms, and intonation of English identifying and responding to key vocabulary using gestures, visuals, or words noticing sound patterns (e.g., long/short vowels, blends, repeated sounds) connecting spoken words to meaning using visuals or context 	<ul style="list-style-type: none"> modeling pronunciation, sounds, and intonation patterns explicitly teaching vocabulary using visuals, gestures, and repetition highlighting word features (sounds, patterns, morphology when appropriate) providing structured opportunities to hear and practice new words 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What sounds or patterns do you notice?</p> <p>Can you repeat what you heard?</p> <p>What does this word mean? How do you know?</p>
Following Directions and Language Structures/Pragmatics	<p>1(C) follow oral directions with accuracy</p> <p>1(D) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions, heard during formal and informal classroom interactions</p>	<ul style="list-style-type: none"> following one- and multi-step directions using context clues (visuals, tone, prior knowledge) to make meaning responding appropriately to instructions or discussions making sense of language such as descriptive words or familiar expressions 	<ul style="list-style-type: none"> giving clear, structured directions (chunked when needed) modeling how to use context clues to understand meaning checking for understanding during and after directions providing opportunities for students to respond and clarify 	<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 understand?</p> <p>Can you explain what you heard in your own words?</p>
Comprehension	<p>1(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by recalling, retelling, responding, 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"> listening to stories, explanations, or multimedia recalling or retelling key ideas asking questions or clarifying when they don't understand responding using gestures, speaking, drawing, or writing engaging in conversations about what they heard 	<ul style="list-style-type: none"> providing opportunities to listen to a variety of speakers and media guiding students to retell, summarize, and respond modeling how to ask for clarification facilitating structured conversations and discussion supporting students in using academic language in responses 	<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>Can you retell what happened?</p> <p>What questions do you still have?</p>

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Grades K-3: Speaking ELPS

ELPS Focus	ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
Phonology and Vocabulary	<p>2(A) produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words 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"> practicing pronunciation of newly acquired vocabulary producing sounds with increasing accuracy and clarity using newly acquired and content-area vocabulary during discussions expanding their oral vocabulary across content areas 	<ul style="list-style-type: none"> modeling accurate pronunciation of newly acquired vocabulary providing repeated opportunities to hear and practice new sounds and words explicitly teaching and reinforcing content-area vocabulary creating meaningful opportunities for students to use new vocabulary in classroom interactions 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What sounds or patterns do you notice?</p> <p>Can you repeat what you heard?</p> <p>What does this word mean? How do you know?</p>
Language Structures/Syntax and Register	<p>2(C) speak using a variety of language and grammatical structures, sentence lengths and types, and connecting 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"> speaking with a variety of sentence structures and lengths using connecting words to link ideas expanding responses with increasingly complex language adjusting language for formal and informal situations 	<ul style="list-style-type: none"> modeling a variety of grammatical structures and sentence types providing sentence stems and language supports for speaking encouraging students to elaborate and connect ideas teaching and modeling appropriate language for different audiences and purposes 	<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 understand?</p> <p>Can you explain what you heard in your own words?</p>
Discourse and Respond to Information	<p>2(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions</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"> narrating, describing, explaining, and persuading with increasing detail restating information to demonstrate understanding asking questions to clarify and extend learning responding to and building on others' ideas during discussions 	<ul style="list-style-type: none"> encouraging students to expand responses with details and evidence facilitating structured academic conversations and discussions modeling effective questioning and response techniques providing opportunities for students to explain thinking and interact with peers and teachers 	<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>Can you retell what happened?</p> <p>What questions do you still have?</p>

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Grades K-3: 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 relationships between sounds and letters</p>	<ul style="list-style-type: none"> demonstrating understanding that print is read left to right and top to bottom matching sounds to letters and letter patterns decoding words using sound-symbol relationships applying phonics skills to read unfamiliar words 	<ul style="list-style-type: none"> modeling print concepts and directionality during reading explicitly teaching sound-letter relationships and phonics patterns providing opportunities to practice decoding words in context reinforcing phonological awareness and word-solving strategies 	<p>Instructional Strategies Playlist</p> <p>quickchecks</p> <p>think it up!</p> <p>Academic Vocab</p>	<p>What sounds or letters do you notice in this word?</p> <p>How did you figure out that word?</p> <p>What pattern helped you read it?</p>
Vocabulary and Language Structures: Semantics/Pragmatics	<p>3(C) use high- frequency words, cognates, and content-area vocabulary to comprehend written classroom materials</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 classroom materials</p>	<ul style="list-style-type: none"> using high-frequency words, cognates, and content-area vocabulary to support comprehension using context and surrounding information to determine word meaning interpreting descriptive language and words with multiple meanings expanding understanding of academic language across content areas 	<ul style="list-style-type: none"> explicitly teaching high-frequency, academic, and content-specific vocabulary modeling how to use context to determine word meaning highlighting cognates, word relationships, and language patterns providing opportunities to discuss and apply new vocabulary in reading and learning tasks 	<p>Thinking Stems</p> <p>think it up!</p> <p>quickchecks</p> <p>Academic Vocab</p>	<p>What does this word or phrase mean? How do you know?</p> <p>What clues in the text helped you understand it?</p> <p>Can you explain this idea using your own words?</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 making connections, retelling, or responding to questions</p> <p>3(H) read with fluency and Demonstrate comprehension of content-area text</p>	<ul style="list-style-type: none"> using pre-reading strategies to prepare for comprehension constructing meaning from texts using visual, contextual, and linguistic supports demonstrating understanding through retelling, connections, and responses reading with increasing fluency and comprehension 	<ul style="list-style-type: none"> modeling pre-reading and comprehension strategies before, during, and after reading providing visual, linguistic, and contextual supports to promote understanding engaging students in discussions, retelling, and text-based responses supporting fluent reading through repeated reading, modeling, and feedback 	<p>Instructional Strategies Playlist</p> <p>Thinking Stems</p> <p>Field Guides</p> <p>Teacher/Student Learning Reports</p>	<p>What do you think this text will be about?</p> <p>What is the most important idea from the text?</p> <p>How do you know? What evidence supports your thinking?</p>

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Grades K-3: Writing ELPS

ELPS Focus	ELPS	Kids are...	Teachers are...	Providing Support	Guiding Questions
Encoding and Phonology	4(A) apply relationships between sounds and letters of the English language to represent sounds when writing 4(B) spell words following conventional spelling patterns and rules	<ul style="list-style-type: none"> ○ applying sound-letter relationships when writing words ○ representing sounds using letters and spelling patterns ○ spelling words with increasing accuracy ○ using phonics knowledge to write unfamiliar words 	<ul style="list-style-type: none"> ○ explicitly teaching sound-symbol relationships and spelling patterns ○ modeling how sounds connect to letters during writing ○ providing opportunities to practice encoding and spelling ○ reinforcing conventional spelling patterns through feedback and application 	Instructional Strategies Playlist quickchecks think it up! Academic Vocab	What sounds do you hear in this word? How did you spell that word? What spelling pattern helped you write it?
Vocabulary and Language Structures/Syntax	4(C) write using high-frequency words and content-area vocabulary 4(D) write using a variety of grade-appropriate sentence lengths and types and connecting words	<ul style="list-style-type: none"> ○ using high-frequency and content-area vocabulary in writing ○ selecting words that communicate ideas clearly ○ writing with a variety of sentence lengths and types ○ connecting ideas using appropriate transition and connecting words 	<ul style="list-style-type: none"> ○ explicitly teaching academic and content-specific vocabulary ○ modeling how to use precise language in writing ○ providing sentence stems and language supports for writing ○ encouraging students to expand and connect ideas using varied sentence structures 	Thinking Stems think it up! quickchecks Academic Vocab	What word could make your writing more precise? How can you connect these ideas together? Can you expand your sentence to add more information?
Grammar and Discourse	4(E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense 4(F) write to narrate, describe, explain, respond, or persuade, with detail in the content areas	<ul style="list-style-type: none"> ○ applying capitalization, punctuation, and grammar conventions in writing ○ using appropriate verb tenses and sentence structures ○ writing to narrate, describe, explain, respond, and persuade ○ developing written responses with increasing detail and organization 	<ul style="list-style-type: none"> ○ modeling conventions, grammar, and language structures during writing ○ providing feedback that strengthens clarity and accuracy ○ guiding students through the writing process for different purposes ○ encouraging students to elaborate ideas with details, examples, and evidence 	Instructional Strategies Playlist Thinking Stems Field Guides Teacher/Student Learning Reports	Does your writing match your purpose? What details or examples can you add? Did you check your capitalization, punctuation, and grammar?

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