

## Language Pattern: Phonology

ELPS 2(A) pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	imitate English pronunciation, sounds, and words	
<b>2 Beginning</b>	produce some sounds and words with accuracy	
<b>3 Intermediate</b>	produce some sounds, words, and phrases with accuracy and fluency	
<b>4 High Intermediate</b>	produce sounds, words, and phrases with increasing accuracy and fluency	
<b>5 Advanced</b>	produce sounds, words, phrases, and sentences with accuracy and fluency	

## Language Pattern: Vocabulary

ELPS 2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	repeat academic vocabulary	
<b>2 Beginning</b>	name familiar objects used in everyday routines and activities	
<b>3 Intermediate</b>	speak using high frequency and general content-specific words and phrases, including vocabulary terms in cognates	
<b>4 High Intermediate</b>	speak using terms and collocations that have multiple meanings across general academic content areas	
<b>5 Advanced</b>	speak using academic language and collocations with occasional rephrasing to express intended meaning	

## Language Pattern: Vocabulary

ELPS 2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	repeat high-frequency question words	
<b>2 Beginning</b>	speak in single word and short phrases of practice or memorized words for basic communication during formal and informal classroom interactions	
<b>3 Intermediate</b>	speak and phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication during formal and informal classroom interactions	
<b>4 High Intermediate</b>	speak in sentences using some high-frequency vocabulary, including key words and expressions needed for communication during formal and informal classroom interactions	
<b>5 Advanced</b>	share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions	

## Language Pattern: Vocabulary

ELPS 2(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	recite modeled content-area words, including cognates	
<b>2 Beginning</b>	recite high frequency content-area words, including cognates, and Greek and Latin prefixes, suffixes, and roots	
<b>3 Intermediate</b>	speak in simple phrases using high-frequency content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots	
<b>4 High Intermediate</b>	speak in simple sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots	
<b>5 Advanced</b>	speak in increasingly complex sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots	

## Language Pattern: Language Structures/Syntax

ELPS 2(C) speak using a variety of language and grammatical structures, sentence lengths and types, and transition words

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	use non-verbal responses or gestures to communicate	<b>Math:</b> communicate mathematical terms
<b>2 Beginning</b>	speak using isolated words with some visuals or gestures	<b>Math:</b> use isolated mathematical words
<b>3 Intermediate</b>	speak in short phrases using high-frequency social language structures encountered in classroom interactions	<b>Math:</b> mathematical words and phrases to describe a process
<b>4 High Intermediate</b>	speak using high-frequency social and academic language structures encountered in classroom interactions	<b>Math:</b> sentences to describe a mathematical process sequentially
<b>5 Advanced</b>	speak with academic language structures frequently used in content-area discourse	<b>Math:</b> a variety of sentence structures to explain a mathematical process

## Language Pattern: Register

ELPS 2(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	use non-verbal responses or gestures to communicate	<b>ELAR:</b> nonverbal responses or gestures <b>Math:</b> communicate mathematical terms <b>Science:</b> communicate scientific terms
<b>2 Beginning</b>	adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally	<b>ELAR:</b> practiced, memorized, or high-frequency literary or informational language <b>Math:</b> practiced, memorized, or high-frequency mathematical terms <b>Science:</b> practiced, memorized, or high-frequency scientific vocabulary
<b>3 Intermediate</b>	adjust speech structure, form, vocabulary, and register to specific audiences and purposes to increase frequency	<b>ELAR:</b> content-area vocabulary, literary or informational language, or figurative language <b>Math:</b> mathematical vocabulary, expressions, and phrases <b>Science:</b> scientific vocabulary, expressions, and phrases
<b>4 High Intermediate</b>	adjust speech structure, form, vocabulary, and register to specific audiences and purposes often	<b>ELAR:</b> literary or informational language or figurative language in discussions <b>Math:</b> mathematical language in formal and informal discussions <b>Science:</b> scientific language in formal and informal discussions
<b>5 Advanced</b>	adjust speech structure, form, vocabulary, and registered to specific audiences and purposes	<b>ELAR:</b> literary or informational language or figurative language in extended discussions <b>Math:</b> precise mathematical language in formal and informal discussions <b>Science:</b> precise scientific language in formal and informal discussions

## Language Pattern: Discourse

ELPS 2(E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	communicate ideas, feelings, or opinions through gestures or visuals	<b>Math:</b> mathematical ideas using gestures or isolated words <b>Science:</b> scientific ideas using gestures or isolated words <b>Social Studies:</b> social studies ideas using gestures or isolated words
<b>2 Beginning</b>	communicate ideas, feelings, or opinions orally using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary	<b>Math:</b> mathematical ideas and reasoning <b>Science:</b> laboratory procedures or directions <b>Social Studies:</b> social studies concepts or current and historical events
<b>3 Intermediate</b>	convey ideas, feelings, or opinions orally using high-frequency words, including expressions and phrases	<b>Math:</b> mathematical ideas, reasoning, and solutions <b>Science:</b> scientific investigations using evidence and reasoning <b>Social Studies:</b> social studies concepts or current and historical events
<b>4 High Intermediate</b>	participate in conversations and discussions on a variety of sources in which the student may restate, self-correct, repeat, or search for words and phrases to clarify meaning using connecting words to link ideas, feelings, or opinions in sentences	<b>Math:</b> mathematical ideas, reasoning, arguments, and representations <b>Science:</b> scientific investigations using evidence and reasoning <b>Social Studies:</b> social studies concepts or current and historical events using sentences
<b>5 Advanced</b>	engage in elaborate conversations and discussions on a variety of sources using connecting words to extend ideas, feelings, or opinions in a variety of sentence types	<b>Math:</b> mathematical ideas, reasoning, arguments, and multiple representations <b>Science:</b> scientific investigations using detailed evidence and reasoning <b>Social Studies:</b> discussions about social studies concepts or current and historical events

## Language Pattern: Discourse

ELPS 2(E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	communicate ideas through gestures and a few isolated words	<b>Science:</b> scientific observations, processes, or ideas <b>Social Studies:</b> ideas, feelings, or opinions
<b>2 Beginning</b>	describe ideas and reasoning orally using isolated words and vocabulary	<b>Science:</b> scientific ideas or opinions <b>Social Studies:</b> decision-making ideas or opinions
<b>3 Intermediate</b>	express an opinion with evidence orally using phrases	<b>Science:</b> proposed solutions or hypotheses <b>Social Studies:</b> decision-making processes
<b>4 High Intermediate</b>	express an opinion with evidence orally using sentences	<b>Science:</b> proposed solutions or hypotheses using evidence <b>Social Studies:</b> discussions about decision-making processes
<b>5 Advanced</b>	speak using complex sentences to evaluate or analyze ideas, reasoning, and arguments	<b>Science:</b> proposed solutions or hypotheses using detailed evidence <b>Social Studies:</b> evaluate and justify decision-making processes

## Language Pattern: Respond to Information

ELPS 2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	respond with gestures or mimic simple modeled responses	<b>ELAR:</b> high-frequency vocabulary
<b>2 Beginning</b>	repeat orally some key word or details about an academic topic	<b>ELAR:</b> literary or informational text
<b>3 Intermediate</b>	answer questions orally about an academic topic with short response, including some detail	<b>ELAR:</b> responses to literary or informational text with language supports
<b>4 High Intermediate</b>	retell or describe information about an academic topic orally with some key words and details in sentences	<b>ELAR:</b> responses to literary or informational text
<b>5 Advanced</b>	describe an academic topic orally with elaboration using abstract vocabulary and in a variety of sentence types	<b>ELAR:</b> narration, description, or response to literary or informational text

## Language Pattern: Respond to Information

ELPS 2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	respond with gestures	
<b>2 Beginning</b>	respond appropriately to the comments of others orally using single words	
<b>3 Intermediate</b>	respond orally with newly acquired vocabulary	
<b>4 High Intermediate</b>	respond orally with newly acquired vocabulary in sentences	
<b>5 Advanced</b>	respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types	

## Language Pattern: Respond to Information

ELPS 2(F) restate, ask questions about, or respond to information during formal and informal classroom interactions

Proficiency Level Descriptors	General	Content Specificity
<b>1 Pre-Production</b>	repeat high-frequency question words orally	
<b>2 Beginning</b>	ask a question orally using high-frequency words or use gestures	
<b>3 Intermediate</b>	ask questions orally about content-area topics using question words and phrases	
<b>4 High Intermediate</b>	ask questions orally about content-area topics using question words in simple sentences	
<b>5 Advanced</b>	ask simple and complex questions orally about content-area topics	