

## Language Pattern: Phonology

ELPS 1(A) distinguish sounds and intonation patterns by responding orally, in writing, or with gestures

| Proficiency Level Descriptors | General  | Content Specificity  |
|-------------------------------|--|--|
| <b>1 Pre-Production</b>       | recognize and mimic differences in sounds and sound patterns   | <b>ELAR:</b> letter-sound associations (phonemes)  |
| <b>2 Beginning</b>            | recognize and mimic differences in sounds and intonation   | <b>ELAR:</b> consonant sounds and clusters   |
| <b>3 Intermediate</b>         | identify when sounds or intonation are changed within spoken words   | <b>ELAR:</b> short vowels, long vowel sounds, and consonant sounds and clusters              |
| <b>4 High Intermediate</b>    | recognize sounds or intonation in familiar multisyllabic words   | <b>ELAR:</b> short vowel sounds, long vowel sounds, consonant sounds and consonant clusters  |
| <b>5 Advanced</b>             | recognize sounds or intonation in familiar and unfamiliar, newly acquired multisyllabic words within complex discourse | <b>ELAR:</b> short vowel sounds, long vowel sounds, consonant sounds, and consonant clusters |

## Language Pattern: Vocabulary

ELPS 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

| Proficiency Level Descriptors | General  | Content Specificity   |
|-------------------------------|--|---|
| <b>1 Pre-Production</b>       | match pre-taught content-area vocabulary presented orally with images or print   | <b>Math:</b> numbers, mathematical operations, symbols, shapes, images and concepts<br><b>Science:</b> images and concepts<br><b>Social Studies:</b> images and concepts  |
| <b>2 Beginning</b>            | use pictorial models to understand spoken content-area vocabulary  | <b>Math:</b> numbers, mathematical operations, symbols, shapes, mathematical processes, and concepts<br><b>Science:</b> scientific vocabulary<br><b>Social Studies:</b> social studies vocabulary, including directional and chronological words  |
| <b>3 Intermediate</b>         | use explicitly taught content-area vocabulary to comprehend oral classroom instruction and interactions  | <b>Math:</b> mathematical vocabulary including numbers, operations, symbols, shapes, processes, and concepts<br><b>Science:</b> scientific vocabulary, including ordinal words, cognates, prefixes, suffixes, and roots<br><b>Social Studies:</b> social studies vocabulary, including directional and chronological words and cognates |
| <b>4 High Intermediate</b>    | demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy     | <b>Math:</b> numbers, operations, symbols, shapes, and concepts<br><b>Science:</b> scientific vocabulary<br><b>Social Studies:</b> social studies vocabulary, including directional and chronological words   |
| <b>5 Advanced</b>             | demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy | <b>Math:</b> numbers, operations, symbols, shapes, and concepts<br><b>Science:</b> use scientific vocabulary when responding<br><b>Social Studies:</b> familiar and unfamiliar social studies concepts, including directional and chronological words   |

## Language Pattern: Following Directions

ELPS 1(C) follow oral directions with accuracy

| Proficiency Level Descriptors | General  | Content Specificity  |
|-------------------------------|--|--|
| <b>1 Pre-Production</b>       | follow simple oral directions by observing and imitating others                                | <b>Math:</b> simple mathematical processes<br><b>Science:</b> simple scientific procedures or investigations           |
| <b>2 Beginning</b>            | follow simple oral directions with the support of repeated instructions or visual supports     | <b>Math:</b> mathematical investigations or problem solving<br><b>Science:</b> scientific procedures or investigations |
| <b>3 Intermediate</b>         | follow multi-step oral directions with repetition or instructions in familiar contexts         |  |
| <b>4 High Intermediate</b>    | follow multi-step oral directions in familiar and unfamiliar contexts with increasing accuracy |  |
| <b>5 Advanced</b>             | follow or restate multi-step oral directions in unfamiliar contexts with accuracy              |  |

## Language Pattern: Language Structures/Pragmatics

ELPS 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

| Proficiency Level Descriptors | General  | Content Specificity   |
|-------------------------------|--|---|
| <b>1 Pre-Production</b>       | demonstrate an understanding of single words or simple language structures with repetition                             | <b>Math:</b> gesturing, pointing, matching, or choosing objects<br><b>Science:</b> gesturing, pointing, matching, or choosing objects<br><b>Social Studies:</b> gesturing, pointing, matching, or choosing objects  |
| <b>2 Beginning</b>            | demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences | <b>Math:</b> concrete or pictorial representations for comparisons, descriptions, and operations<br><b>Science:</b> visual supports, manipulatives, and language for sequential, compare/contrast, and cause/effect<br><b>Social Studies:</b> visual supports for chronological order, compare/contrast, cause/effect, and fact/opinion |
| <b>3 Intermediate</b>         | demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions        | <b>Math:</b> comparisons, descriptions, attributes, and operations<br><b>Science:</b> sequential, compare/contrast, and cause/effect<br><b>Social Studies:</b> chronological order, compare/contrast, cause/effect, and fact/opinion  |
| <b>4 High Intermediate</b>    | demonstrate an understanding of informal language structures heard in familiar and unfamiliar contexts                 | <b>Math:</b> comparisons, descriptions, attributes, and operations<br><b>Science:</b> sequential, compare/contrast, and cause/effect  |
| <b>5 Advanced</b>             | demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts       | <b>Social Studies:</b> chronological order, compare/contrast, cause/effect, and fact/opinion  |

## Language Pattern: Comprehension

ELPS 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

ELPS 1(F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition

| Proficiency Level Descriptors | General   | Content Specificity  |
|-------------------------------|---|--|
| <b>1 Pre-Production</b>       | demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images  | <b>ELAR:</b> non-verbal responses to engage with aural information or text read aloud<br><b>Math:</b> gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas |
| <b>2 Beginning</b>            | demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases  | <b>ELAR:</b> 1- to 2-word responses or short phrases to oral prompts<br><b>Math:</b> represent, model, or label key mathematical information, concepts, or relationships   |
| <b>3 Intermediate</b>         | demonstrate an understanding of short conversations or multiple, related sentences from a variety of sources by restating, retelling, asking clarifying questions, or asking to restate     | <b>ELAR:</b> general meaning, key ideas, and important details using graphic supports<br><b>Math:</b> recall and represent key ideas, concepts, or relationships   |
| <b>4 High Intermediate</b>    | demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with increasing accuracy | <b>ELAR:</b> recall general meaning, key ideas, and important details<br><b>Math:</b> retell and ask clarifying questions about ideas, concepts, or relationships  |
| <b>5 Advanced</b>             | demonstrate an understanding of a series of extended sentences or oral discourse from a variety of sources by restating, retelling, or asking clarifying questions with accuracy            | <b>ELAR:</b> retell and seek clarification using key and expanded details<br><b>Math:</b> explain or justify mathematical ideas and ask clarifying questions   |