

Figure: 19 TAC §120.20(e)(2)

ELPS Listening: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	1 PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student can:	2 BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	3 INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	4 HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	5 ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Phonology</u>	<u>recognize and mimic differences in sounds and sound patterns</u>	<u>recognize and mimic differences in sounds and intonation</u>	<u>identify when sounds or intonation are changed within spoken words</u>	<u>recognize sounds or intonation in familiar multisyllabic words</u>	<u>recognize sounds or intonation in familiar and unfamiliar, newly acquired multisyllabic words within complex discourse</u>
<u>Vocabulary</u>	<u>match pre-taught content-area vocabulary presented orally with images or print</u>	<u>use pictorial models to understand spoken content-area vocabulary</u>	<u>use explicitly taught content-area vocabulary to comprehend oral classroom instruction and interactions</u>	<u>demonstrate comprehension of familiar content-area vocabulary heard in the classroom by responding orally or in writing with increasing accuracy</u>	<u>demonstrate comprehension of familiar and unfamiliar content-area vocabulary heard in the classroom by responding orally or in writing with accuracy</u>
<u>Following Directions</u>	<u>follow simple oral directions by observing and imitating others</u>	<u>follow simple oral directions with the support of repeated instructions or visual supports</u>	<u>follow multi-step oral directions with repetition or instructions in familiar contexts</u>	<u>follow multi-step oral directions in familiar and unfamiliar contexts with increasing accuracy</u>	<u>follow or restate multi-step oral directions in unfamiliar contexts with accuracy</u>
<u>Language Structures</u>	<u>demonstrate an understanding of single words or simple language structures with repetition</u>	<u>demonstrate an understanding of patterned oral language structures with repetitive words, phrases, or simple sentences</u>	<u>demonstrate an understanding of high-frequency and familiar language structures heard in classroom interactions</u>	<u>demonstrate an understanding of informal language structures heard in familiar and unfamiliar contexts</u>	<u>demonstrate an understanding of formal and informal language structures heard in a variety of listening contexts</u>
<u>Comprehension</u>	<u>demonstrate an understanding of spoken words or simple sentences by responding with gestures or using pictures or images</u>	<u>demonstrate an understanding of spoken words or sentences or simple conversations from a variety of sources by responding in simple words or phrases</u>	<u>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</u>	<u>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</u>	<u>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</u>

ELPS Listening: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in English language arts and reading.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Phonology</u>	<u>listen to and repeat letter-sound associations (phonemes)</u>	<u>repeat vowel sounds and consonant sounds, including consonant clusters, when heard</u>	<u>identify and differentiate between short vowels, long vowel sounds, and consonant sounds, including consonant clusters, when heard</u>	<u>identify and differentiate between short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in familiar spoken words</u>	<u>identify short vowel sounds, long vowel sounds, and consonant sounds, including consonant clusters, in spoken multi-syllabic words</u>
<u>Comprehension</u>	<u>use non-verbal responses to engage with aural information or text read aloud</u>	<u>use one- to two-word responses or short phrases to respond to oral prompts and questions about aural information or text read aloud</u>	<u>organize or categorize information presented orally using graphic supports to identify general meaning, key ideas, or important details</u>	<u>recall general meaning, key ideas, and important details about aural information or text read aloud</u>	<u>retell and seek clarification about aural information or text read aloud using key and expanded details</u>

ELPS Listening: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in mathematics.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>match pre-taught mathematical vocabulary presented orally with images and concepts such as numbers, mathematical operations, symbols, and shapes</u>	<u>use pictorial models to understand spoken vocabulary for mathematical processes and concepts such as numbers, mathematical operations, symbols, and shapes</u>	<u>use pre-taught and highly practiced mathematical vocabulary, including numbers, operations, symbols, and shapes, to comprehend mathematical information, processes, and concepts presented orally</u>	<u>demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with increasing accuracy</u>	<u>demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary, including numbers, mathematical operations, symbols, and shapes, in responses with accuracy</u>
<u>Following Directions</u>	<u>participate in a simple, mathematical process provided orally by observing and imitating others</u>	<u>follow a simple step-by-step process provided orally to complete a mathematical investigation or solve a problem with the support of repeated instructions or visual supports such as pictorial models or manipulatives</u>	<u>follow a simple step-by-step process provided orally with visual support and repeated instruction to complete a mathematical investigation or solve a problem</u>	<u>follow a multi-step process provided orally to complete a mathematical investigation or solve a problem with increasing accuracy</u>	<u>follow or restate a multi-step process provided orally to complete a mathematical investigation or solve a problem with accuracy</u>
<u>Language Structures/ Pragmatics</u>	<u>respond to new mathematical ideas or reasoning heard during math lessons by gesturing, pointing, matching, or choosing objects</u>	<u>use concrete or pictorial representations to support listening comprehension of common mathematical language structures used for comparisons (less than, greater than, equal to); descriptions: (attributes); and operations (plus, minus, equal)</u>	<u>repeat key words or common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations</u>	<u>participate in mathematical discussions using common language structures modeled orally to compare or describe objects, attributes, and operations</u>	<u>participate in mathematical discussions using familiar and unfamiliar language structures modeled orally in the classroom to compare or describe objects, attributes, and operations</u>

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
Comprehension	use gestures, concrete objects, visuals, or primary language support to respond to mathematical information or ideas presented orally	represent, model, or label key mathematical information, concepts, or relationships presented orally	recall and represent key mathematical information, ideas, concepts, or relationships presented orally	retell and ask clarifying questions about mathematical information, ideas, concepts, or relationships presented orally	explain or justify and ask clarifying questions about mathematical ideas or reasoning presented orally

ELPS Listening: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in science.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>match pre-taught academic scientific vocabulary with images and concepts when prompted orally</u>	<u>use pictorial models to understand spoken scientific vocabulary, including ordinal words</u>	<u>use cognates, prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, to comprehend scientific vocabulary heard in the classroom</u>	<u>demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with increasing accuracy</u>	<u>demonstrate comprehension of scientific vocabulary heard in the classroom by responding orally or in writing with accuracy</u>
<u>Following Directions</u>	<u>participate in a simple step-by-step process provided orally to complete a scientific procedure or investigation by observing and imitating others</u>	<u>follow a simple step-by-step process provided orally to complete a scientific procedure or investigation with the support of repeated instructions or visual supports such as drawings, charts, graphs, or diagrams</u>	<u>follow a simple step-by-step process provided orally with visual support and repeated instructions to complete a scientific procedure or investigation</u>	<u>follow a multi-step process provided orally to complete a scientific procedure or investigation with increasing accuracy</u>	<u>follow or restate a multi-step process provided orally to complete a scientific procedure or investigation with accuracy</u>
<u>Language Structures</u>	<u>respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, matching, or choosing objects</u>	<u>use visual supports and manipulatives to comprehend orally presented scientific concepts that signal common language structures such as sequential, compare/contrast, and cause/effect</u>	<u>use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect to participate in scientific discussions</u>	<u>participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect</u>	<u>participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect</u>

ELPS Listening: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in listening. The following proficiency level descriptors describe observable student behaviors in the listening domain when provided linguistically accommodated instruction in social studies.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>match pre-taught social studies vocabulary with images and concepts when prompted orally</u>	<u>use pictorial models to understand spoken social studies vocabulary, including directional and chronological words</u>	<u>use explicitly taught vocabulary, including directional and chronological words and cognates, to comprehend social studies vocabulary heard in the classroom</u>	<u>demonstrate comprehension of familiar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with increasing accuracy</u>	<u>demonstrate comprehension of familiar and unfamiliar social studies concepts presented orally by responding orally or in writing using key vocabulary, including directional and chronological words, with accuracy</u>
<u>Language Structures</u>	<u>respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, matching, or choosing objects</u>	<u>use visual supports to comprehend orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast</u>	<u>use key words from orally presented language structures commonly used in social studies to convey information such as chronological order, cause/effect, and fact/opinion or to compare/contrast in classroom discussions</u>	<u>participate in discussions of familiar social studies content by using common language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place</u>	<u>participate in discussions of familiar and unfamiliar social studies content by using language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place</u>

ELPS Speaking: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> <u>With highly scaffolded instruction and linguistic support, the EB student can:</u>	<u>2 BEGINNING</u> <u>With highly scaffolded instruction and linguistic support, the EB student can:</u>	<u>3 INTERMEDIATE</u> <u>With moderately scaffolded instruction and linguistic support, the EB student can:</u>	<u>4 HIGH INTERMEDIATE</u> <u>With minimally scaffolded instruction and linguistic support, the EB student can:</u>	<u>5 ADVANCED</u> <u>With little or no scaffolded instruction and linguistic support, the EB student can:</u>
<u>Phonology</u>	<u>imitate English pronunciation, sounds, and words</u>	<u>produce some sounds and words with accuracy</u>	<u>produce some sounds, words, and phrases with accuracy and fluency</u>	<u>produce sounds, words, and phrases with increasing accuracy and fluency</u>	<u>produce sounds, words, phrases, and sentences with accuracy and fluency</u>
<u>Vocabulary</u>	<u>mimic classmates or teachers with sounds and actions</u>	<u>name familiar objects used in everyday routines and activities</u>	<u>participate in conversations and classroom interactions using phrases to express simple, original messages</u>	<u>participate in conversations and classroom interactions using simple sentences and content-area vocabulary to describe familiar academic topics</u>	<u>engage in elaborate discussions on familiar and unfamiliar topics using content-area vocabulary</u>
<u>Vocabulary</u>	<u>repeat academic vocabulary</u>	<u>speak using some high-frequency vocabulary, including keywords and expressions needed for basic communication in academic and social contexts during formal and informal classroom interactions</u>	<u>speak in phrases using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions</u>	<u>speak in sentences using some high-frequency vocabulary, including keywords and expressions needed for basic communication during formal and informal classroom interactions</u>	<u>share information and ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions</u>
<u>Vocabulary</u>	<u>recite modeled content-area words, including cognates</u>	<u>recite high-frequency content area words, including cognates</u>	<u>speak using high-frequency content-area words in simple phrases with support from cognates</u>	<u>speak using content-area vocabulary in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots</u>	<u>speak using content-area vocabulary with increasingly complex sentences with support from cognates</u>
<u>Language Structures/ Syntax</u>	<u>use nonverbal responses or gestures to communicate</u>	<u>speak using isolated words with some visuals or gestures</u>	<u>speak in short phrases using high-frequency social language structures encountered in classroom interactions</u>	<u>speak using high-frequency social and academic language structures encountered in classroom interactions</u>	<u>speak with academic language structures frequently used in content-area discourse</u>

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Register</u>	<u>use nonverbal responses or gestures to communicate</u>	<u>adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally</u>	<u>adjust speech structure, form, vocabulary, and register to specific audiences and purposes to increase frequency</u>	<u>adjust speech structure, form, vocabulary, and register to specific audiences and purposes often</u>	<u>adjust speech structure, form, vocabulary, and register to specific audiences and purposes</u>
<u>Discourse</u>	<u>communicate ideas, feelings, or opinions through gestures or visuals</u>	<u>communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary</u>	<u>convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases</u>	<u>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</u>	<u>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</u>
<u>Discourse</u>	<u>communicate ideas through gestures and a few isolated words</u>	<u>describe ideas and reasoning orally using isolated words and vocabulary</u>	<u>describe and justify ideas and reasoning orally using high-frequency terms and phrases with language supports</u>	<u>describe and justify ideas, reasoning, and arguments orally using sentences</u>	<u>explain and justify ideas, reasoning, and arguments orally using a variety of sentence types</u>
<u>Respond to Information</u>	<u>respond with gestures or mimic simple modeled responses</u>	<u>repeat orally some key word or details about a topic</u>	<u>answer questions orally about a topic with short response, including some detail</u>	<u>retell or describe information about a topic orally with some key words and details in sentences</u>	<u>articulate key words and details when retelling information about a topic using in a variety of sentence types</u>
<u>Respond to Information</u>	<u>respond with gestures</u>	<u>respond appropriately to the comments of others orally using single words</u>	<u>respond orally with newly acquired vocabulary</u>	<u>respond orally with newly acquired vocabulary in sentences</u>	<u>respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types</u>
<u>Respond to Information</u>	<u>repeat high-frequency question words orally</u>	<u>ask a question orally using high-frequency words or use gestures</u>	<u>use question words in phrases orally when asking a question about a content-area topic</u>	<u>use question words in simple sentences orally when asking a question about a content-area topic</u>	<u>ask simple and complex questions orally about content-area topics</u>

ELPS Speaking: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in English language arts and reading.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Register</u>	<u>use nonverbal responses or gestures to communicate</u>	<u>speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements</u>	<u>speak in phrases using high-frequency, content-specific vocabulary or figurative language occasionally</u>	<u>participate in discussions using sentences and literary or informational elements or figurative language</u>	<u>engage in longer discussions using sentences with literary or informational elements or figurative language</u>
<u>Response to Information</u>	<u>respond by repeating or mimicking high-frequency vocabulary</u>	<u>speak using high-frequency vocabulary to describe a literary or informational text with language support</u>	<u>speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text with language support</u>	<u>speak using modeled language structures to describe or respond to a literary or informational text</u>	<u>speak using language structures to narrate, describe, or respond to a literary or informational text</u>

ELPS Speaking: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in mathematics.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Register</u>	<u>use nonverbal responses or gestures to communicate mathematical terms</u>	<u>speak using single words consisting of recently practiced, memorized, repeated, or high-frequency mathematical terms</u>	<u>speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in mathematical context</u>	<u>participate in conversations during formal and informal classroom interactions on mathematical concepts using sentences and mathematical terms</u>	<u>engage in longer conversations and discussions during formal and informal classroom interactions using sentences with mathematical terms</u>
<u>Language Structures/ Syntax</u>	<u>use nonverbal responses or gestures to communicate mathematical terms</u>	<u>speak using isolated mathematical words with some visuals or gestures</u>	<u>speak using mathematical words or phrases about mathematical relationships, processes, problem-solving or mathematical models</u>	<u>speak using connecting words and mathematical language to link ideas in simple sentences about mathematical relationships, processes, problem-solving, or mathematical models</u>	<u>speak using precise mathematical language and connecting words about mathematical relationships, problem-solving, or mathematical models to extend ideas, opinions, or information</u>
<u>Discourse</u>	<u>communicate mathematical ideas through gestures and a few isolated words</u>	<u>describe mathematical ideas and reasoning orally through isolated words and mathematical terms with support</u>	<u>describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases</u>	<u>use sentences to orally to describe and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, or graphs</u>	<u>use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, or graphs</u>

ELPS Speaking: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in science.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Register</u>	<u>use nonverbal responses or gestures to communicate scientific terms</u>	<u>speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary</u>	<u>speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context</u>	<u>participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms</u>	<u>engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms</u>
<u>Discourse</u>	<u>communicate scientific ideas through gestures and a few isolated words</u>	<u>repeat brief step-by-step laboratory procedures or directions orally</u>	<u>use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims</u>	<u>use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims</u>	<u>use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims</u>
<u>Discourse</u>	<u>communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words</u>	<u>use isolated words to orally communicate ideas or opinions based on scientific data</u>	<u>use phrases to orally justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data</u>	<u>justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions</u>	<u>justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions</u>

ELPS Speaking: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in speaking. The following proficiency level descriptors describe observable student behaviors in the speaking domain when provided linguistically accommodated instruction in social studies.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> <u>With highly scaffolded instruction and linguistic support, the EB student can:</u>	<u>2 BEGINNING</u> <u>With highly scaffolded instruction and linguistic support, the EB student can:</u>	<u>3 INTERMEDIATE</u> <u>With moderately scaffolded instruction and linguistic support, the EB student can:</u>	<u>4 HIGH INTERMEDIATE</u> <u>With minimally scaffolded instruction and linguistic support, the EB student can:</u>	<u>5 ADVANCED</u> <u>With little or no scaffolded instruction and linguistic support, the EB student can:</u>
<u>Discourse</u>	<u>communicate social studies ideas through gestures and a few isolated words</u>	<u>describe social studies concepts or current or historical events orally using isolated words with language support</u>	<u>describe social studies concepts or current or historical events orally using some detail and phrases</u>	<u>describe social studies concepts or current or historical events orally using sentences</u>	<u>engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types</u>
<u>Discourse</u>	<u>communicate ideas, feelings, or opinions through gestures or visuals</u>	<u>use isolated words to orally communicate ideas or opinions about a decision-making process</u>	<u>use phrases to orally convey a decision-making process, including ideas or opinions</u>	<u>participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions</u>	<u>engage in longer conversations and discussions during formal and informal interactions using sentences to extend ideas, opinions, or information to evaluate and justify a decision-making process</u>

ELPS Reading: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>match pre-taught content-area vocabulary with images and concepts found in text</u>	<u>use pictorial models or cognates to understand content-area vocabulary found in text</u>	<u>use explicitly taught content-area vocabulary or cognates to comprehend text</u>	<u>demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy</u>	<u>demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary, with accuracy</u>
<u>Print Concepts</u>	<u>imitate others reading a book from top to bottom and turning pages from left to right</u>	<u>attempt to read a book top to bottom and turn pages from left to right independently</u>	<u>read a book top to bottom and turn pages from left to right independently</u>	<u>read a book top to bottom and turn pages from left to right independently</u>	<u>read a book top to bottom and turn pages from left to right independently</u>
<u>Purpose for Reading</u>	<u>imitate pre-reading strategies to preview text such as noticing text features, asking simple questions, or making predictions using primary language or nonverbal responses when prompted</u>	<u>preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text using a combination of English and primary language when prompted</u>	<u>preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text when prompted</u>	<u>preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text with increasing independence</u>	<u>preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text independently</u>
<u>Comprehension: Monitor and Adjust</u>	<u>use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words</u>	<u>use context or text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify word meanings or identify some relevant key information</u>	<u>use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or identify some relevant key information</u>	<u>use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings or distinguish relevant key information</u>	<u>use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to clarify unfamiliar word meanings and evaluate relevant key information</u>

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Comprehension: Responding to Text</u>	<u>respond to questions about text with gestures, drawings, yes/no, or one-word answers</u>	<u>respond to questions about text with short answers or simple sentences</u>	<u>respond to questions or recall details about a text using some information from the text</u>	<u>respond to questions or retell details about text using some relevant information from the text</u>	<u>respond to questions about or retell a text using relevant information from the text</u>
<u>Fluency</u>	<u>mimic word-by-word during shared or choral reading of familiar grade-level content-area text</u>	<u>read word-by-word when reading familiar grade-level content-area text</u>	<u>read in two-word phrases with some three- or four-word groupings when reading familiar grade-level content-area text</u>	<u>read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level content-area text</u>	<u>read in larger, meaningful phrase groups or sentences when reading familiar grade-level content-area text</u>

ELPS Reading: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in English language arts and reading.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	1 PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student can:	2 BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	3 INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	4 HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	5 ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Phonology:</u> <u>Vowels</u>	<u>repeat words with short and long vowels sounds during choral reading</u>	<u>repeat words and distinguish between short and long vowel sounds during choral or shared reading</u>	<u>segment and blend multisyllabic words that include short and long vowels when reading words from text</u>	<u>segment and blend multisyllabic words that include short and long vowels and different vowel teams/phonemes such as <i>ai, au, ea, ee, ie, oo, and ou</i> when reading words from text</u>	<u>decode multisyllabic words that include short and long vowels and different vowel teams/phonemes such as <i>ai, au, ea, ee, ie, oo, and ou</i> when reading text</u>
<u>Phonology:</u> <u>Consonant clusters</u>	<u>repeat consonant clusters during choral reading</u>	<u>repeat words and distinguish between single consonants and consonant clusters or digraphs during choral or shared reading</u>	<u>segment and blend multisyllabic words that include two-letter consonant clusters or digraphs at the beginning of words such as <i>bl-</i> and <i>cr-</i> when reading text</u>	<u>segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as <i>th, bl-, cr-, st, and -nd</i> when reading text</u>	<u>decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of words such as <i>spl-</i> and <i>-tch</i> when reading text</u>
<u>Language Structures:</u> <u>Semantics/ Pragmatics</u>	<u>use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared text</u>	<u>use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in familiar or shared text</u>	<u>use context to construct meaning and demonstrate understanding of descriptive language or words with multiple meanings found in familiar or shared text</u>	<u>use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, or figurative language found in text</u>	<u>use context to construct meaning and demonstrate understanding of descriptive language, words with multiple meanings, figurative language, or idiomatic expressions found in text</u>

ELPS Reading: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in mathematics.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Language Structures: Semantics/ Pragmatics</u>	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as <i>sum, equal, =, greater than, >, less than, and <</i> in mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as <i>sum, equal, =, greater than, >, less than, and <</i> in mathematical problems	identify keywords or phrases that correspond to mathematical symbols such as <i>sum, equal, =, greater than, >, less than, and <</i> read in mathematical problems	identify language structures that correspond to mathematical symbols such as <i>sum, equal, =, greater than, >, less than, and <</i> read in mathematical problems	distinguish between language structures that correspond to mathematical symbols such as <i>sum, equal, =, greater than, >, less than, and <</i> read in mathematical problems
<u>Comprehension: Monitor and Adjust</u>	identify key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve a problem	identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem	distinguish between relevant information and extraneous information to solve a problem with increasing accuracy	distinguish between relevant information and extraneous information to solve a problem with accuracy

ELPS Reading: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in science.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u>	<u>2 BEGINNING</u>	<u>3 INTERMEDIATE</u>	<u>4 HIGH INTERMEDIATE</u>	<u>5 ADVANCED</u>
<u>Language Structures: Semantics/ Pragmatics</u>	<u>With highly scaffolded instruction and linguistic support, the EB student can:</u> <u>use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures and science safety protocols</u>	<u>With highly scaffolded instruction and linguistic support, the EB student can:</u> <u>use pictures, manipulatives, or primary language to comprehend language structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text</u>	<u>With moderately scaffolded instruction and linguistic support, the EB student can:</u> <u>identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read</u>	<u>With minimally scaffolded instruction and linguistic support, the EB student can:</u> <u>identify or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis</u>	<u>With little or no scaffolded instruction and linguistic support, the EB student can:</u> <u>read science and engineering text and distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis</u>
<u>Comprehension: Monitor and Adjust</u>	<u>demonstrate the use of inferential skills such as making a connection to construct meaning from procedural or informational texts read</u>	<u>predict or make connections to construct meaning from procedural or informational texts read</u>	<u>predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read</u>	<u>predict, make connections, or draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with some accuracy</u>	<u>predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with accuracy</u>

ELPS Reading: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in reading. The following proficiency level descriptors describe observable student behaviors in the reading domain when provided linguistically accommodated instruction in social studies.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Language Structures: Semantics/ Pragmatics</u>	<u>use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in social studies text</u>	<u>use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text</u>	<u>identify or read keywords or phrases in social studies text that describe people, places, and events</u>	<u>read, identify, or distinguish relevant information from social studies texts that describe people, places, and events</u>	<u>read and distinguish relevant information from social studies texts that describe people, places, and events</u>
<u>Comprehension: Monitor and Adjust</u>	<u>demonstrate the use of inferential skills such as making a connection to construct meaning using text features such as maps, data charts, and images from historical narratives or informational texts in shared reading</u>	<u>predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts in shared reading</u>	<u>predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read</u>	<u>predict, make connections, or draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read with increasing accuracy</u>	<u>predict, make connections, and draw a conclusion using text features such as maps, data charts, and images to construct meaning from historical narratives or informational texts read, with some accuracy</u>

ELPS Writing: General

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in each content area.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Encoding</u>	<u>scribble, draw pictures, and copy words to connect oral language to print</u>	<u>match sounds in words to write phonetically spelled words</u>	<u>match sounds to letters or combinations of letters to spell with increasing accuracy</u> <u>write phrases that may include invented spelling</u>	<u>write words by sounding out phonemes or letter clusters</u>	
<u>Phonology</u>	<u>copy or trace information</u>	<u>connect sounds to letters by relying on phonetic patterns</u>	<u>connect sounds to letters with increasing consistency, including letter clusters and different syllable patterns</u>	<u>spell content-area and high-frequency words with increasing accuracy</u>	<u>spell content-area and high-frequency words using linguistic spelling patterns accurately</u>
<u>Vocabulary</u>	<u>illustrate or copy print to show understanding of content-area vocabulary in either primary language or English</u>	<u>write using a combination of primary language and English high-frequency words to show understanding of content-area vocabulary</u>	<u>write phrases by using high-frequency words, cognates, or content-area vocabulary</u>	<u>write sentences by using high-frequency words, cognates, and content-area vocabulary with increasing accuracy</u>	<u>write sentences using content-area vocabulary with accuracy</u> <u>write sentences using content-compatible academic terms such as <i>observe</i>, <i>infer</i>, and <i>predict</i></u>
<u>Grammar</u>	<u>copy words following capitalization and punctuation conventions</u>	<u>write words that use uppercase and lowercase letters, including personal information such as first and last names</u>	<u>write phrases using standard English conventions</u>	<u>write sentences using standard English conventions with increasing accuracy</u>	<u>write a variety of sentence types using standard English conventions with increasing accuracy</u>

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Discourse</u>	<u>illustrate or copy text to show understanding of academic content</u>	<u>write using a combination of illustrations and text to narrate, describe, explain, or persuade using acquired information or personal experiences</u>	<u>write using frequently modeled content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences</u>	<u>write using common to content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences</u>	<u>write using precise content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences</u>
<u>Discourse</u>	<u>illustrate or copy descriptive language</u>	<u>write descriptive words to add details to written texts or pictures</u>	<u>write an idea with specific and relevant details using descriptive phrases</u>	<u>write to explain an idea with specific and relevant details using simple sentences with increasing accuracy</u>	<u>write to explain an idea with specific and relevant details using a variety of sentence types</u> <u>write using descriptive, literal, or figurative language to compose text</u>

ELPS Writing: English Language Arts and Reading

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in English language arts and reading.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	1 PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student can:	2 BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	3 INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	4 HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	5 ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Phonology</u>	<u>copy letters that represent the initial sounds of words</u>	<u>write letters that represent the initial sounds of words</u>	<u>encode words while writing phrases and sounding out the phonemes</u>	<u>write pattern phrases and short sentences while sounding out the words (some words are written phonologically)</u>	<u>write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy</u>
<u>Spelling</u>	<u>copy sight words and consonant vowel consonant (CVC) words</u>	<u>identify and spell sight words and CVC words</u>	<u>identify and spell words following a pattern such as diagraphs or consonant clusters</u>	<u>spell words that follow specific rules such as double vowel teams ee and oo, ending in -e, and compound words with increasing accuracy</u>	<u>spell multisyllabic words following patterns and rules with increasing accuracy</u>
<u>Language structures/ Syntax</u>	<u>copy sentences with appropriate structure</u>	<u>separate words in a phrase</u> <u>write words in a phrase</u>	<u>write simple high-frequency phrase patterns such as subject-verb (S-V)</u>	<u>write simple high-frequency sentence patterns such as subject-verb-object (S-V-O)</u>	<u>write a variety of sentences using combining words with increasing accuracy</u>
<u>Grammar</u>	<u>label or draw nouns, adjectives, or verbs</u>	<u>write nouns and adjectives</u>	<u>write phrases with familiar parts of speech</u>	<u>write simple sentences using common parts of speech with increasing accuracy</u>	<u>write sentences using a variety of parts of speech with increasing accuracy</u>
<u>Grammar</u>	<u>copy sentences with appropriate capitalization and punctuation conventions</u>	<u>write simple present tense verbs</u>	<u>write simple phrases using present tense verbs with subject-verb agreement</u>	<u>write sentences using past or present verbs with subject-verb agreement with increasing accuracy</u>	<u>write sentences using past, present, or future tense verbs with subject-verb agreement with accuracy</u>

ELPS Writing: Mathematics

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in mathematics.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>identify common mathematical symbols such as (=), (+), (-), and (.)</u>	<u>copy common mathematical words and symbols such as equal, (=), plus, (+), minus, (-), (&), (.), and (.) in modeled word problems</u>	<u>write common mathematical phrases and symbols such as equal to, divided by, (=), (&), (.), and (.) in dictated word problems</u>	<u>write common mathematical phrases and symbols such as equal to, divided by, (=), (&), (.), and (.) in student generated word problems with increasing accuracy</u>	<u>write common mathematical phrases and symbols such as equal to, divided by, (=), (&), (.), and (.) in student generated word problems with accuracy</u>
<u>Discourse</u>	<u>illustrate or copy text to show an emerging understanding of mathematics content</u>	<u>copy simple word problems using frequently modeled mathematical language</u>	<u>write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language</u>	<u>write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language with relevant details</u>	<u>write word problems and explain mathematical thinking and solutions using precise mathematical language with relevant and accurate details</u>

ELPS Writing: Science

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in science.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

<u>Language Patterns</u>	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>illustrate or copy frequently used academic terms or cognates</u>	<u>copy academic terms that are frequently used such as <i>procedures</i> and lab safety or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i></u>	<u>write phrases with academic terms that are frequently used or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i></u>	<u>write sentences from frequently used terms or cognates with support</u>	<u>write sentences that include content-compatible academic terms</u>
<u>Discourse</u>	<u>illustrate or copy text to show understanding of science and engineering content</u>	<u>copy information using frequently modeled science and engineering language</u>	<u>record information using high-frequency scientific and engineering language with details</u>	<u>illustrate or copy text to show understanding of science and engineering content</u>	<u>copy information using frequently modeled science and engineering language</u>

ELPS Writing: Social Studies

Emergent bilingual (EB) students may be at the pre-production, beginning, intermediate, high intermediate, or advanced level of English language development in writing. The following proficiency level descriptors describe observable student behaviors in the writing domain when provided linguistically accommodated instruction in social studies.

Kindergarten–Grade 3 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	<u>1 PRE-PRODUCTION</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>2 BEGINNING</u> With highly scaffolded instruction and linguistic support, the EB student can:	<u>3 INTERMEDIATE</u> With moderately scaffolded instruction and linguistic support, the EB student can:	<u>4 HIGH INTERMEDIATE</u> With minimally scaffolded instruction and linguistic support, the EB student can:	<u>5 ADVANCED</u> With little or no scaffolded instruction and linguistic support, the EB student can:
<u>Vocabulary</u>	<u>identify academic terms that are cognates</u>	<u>copy frequently used academic terms such as <i>timeline, place, or date</i> or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i></u>	<u>write phrases with high-frequency academic terms or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i></u>	<u>write sentences with high-frequency academic terms or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i></u>	<u>write sentences that include content-compatible academic terms</u>
<u>Discourse</u>	<u>illustrate or copy text to show understanding of social studies content</u>	<u>copy high-frequency vocabulary related to cause and effect and chronology</u>	<u>write phrases using high-frequency social studies language related to cause and effect, chronology, or comparison</u>	<u>illustrate or copy text to show understanding of social studies content</u>	<u>copy high-frequency vocabulary related to cause and effect and chronology</u>