

ELPS Grades 4-12 (IMRA25)

Grades: 04-12

Expectations: 26

Breakouts: 86

Coverage is required in both the teacher and student instructional materials unless otherwise indicated at the breakout level.

(a) Introduction.

- (1) The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing.
- (2) Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics. As students develop proficiency in these language structures, they are able to make connections between their primary language and English.
- (3) Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency. Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts. Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions.
- (4) The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills. Listening and reading are the receptive (input) skills. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content. Speaking and writing are the expressive (output) skills. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction. Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity.
- (5) In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content. Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices. Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities. Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses.
- (6) The ELPS student expectations are the knowledge and skills students must demonstrate. They indicate what students should know and be able to do in order to meet academic content standards. Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English. EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing.
- (7) The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §891210(b) of this title (relating to Program Content and Design) as follows:
 - (A) acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge;
 - (B) demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write; and

(C) provide an exact and incremental measure of the stages of English language acquisition with attention to the fact that EB students at all levels of proficiency can engage in cognitively demanding tasks and master the required essential knowledge and skills with appropriate language support.

(8) The proficiency level descriptors are organized into general proficiency level descriptors and content-area proficiency level descriptors. General proficiency level descriptors are descriptions of a broad scope of student behaviors that can be observed in a variety of educational settings and across content areas. Content-area proficiency level descriptors describe student behaviors and language associated with discipline-specific learning in English language arts and reading, mathematics, science, and social studies.

(b) Knowledge and Skills Statements

(1) Student expectations--listening. The EB student listens to a variety of speakers, including teachers, peers, and multimedia, to gain an increasing level of comprehension in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels in listening. The student is expected to:

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

(i) distinguish sounds by responding with gestures or images, orally, or in writing (Teacher only)

(ii) distinguish intonation patterns by responding with gestures or images, orally, or in writing (Teacher only)

(B) use contextual factors or word analysis such as cognates, Greek and Latin prefixes, suffixes, and roots to comprehend content-specific vocabulary when heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;

(i) use contextual factors or word analysis to comprehend content-specific vocabulary when heard during formal classroom interactions by responding with gestures or images, orally, or in writing

(ii) use contextual factors or word analysis to comprehend content-specific vocabulary when heard during informal classroom interactions by responding with gestures or images, orally, or in writing (Teacher only)

(C) respond with accuracy to oral directions, instructions, and requests;

(i) respond with accuracy to oral directions (Teacher only)

(ii) respond with accuracy to instructions (Teacher only)

(iii) respond with accuracy to requests (Teacher only)

(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;

(i) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language heard during formal classroom interactions

(ii) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language heard during informal classroom interactions

(E) demonstrate listening comprehension from information presented orally during formal and informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details; and

(i) demonstrate listening comprehension from information presented orally during formal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details

- (ii) demonstrate listening comprehension from information presented orally during informal classroom interactions by restating, responding, paraphrasing, summarizing, or asking for clarification or additional details (Teacher only)
 - (F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.
 - (i) derive meaning from a variety of auditory multimedia sources to build concepts
 - (ii) derive meaning from a variety of auditory multimedia sources to build language acquisition (Student only)
 - (iii) derive meaning from a variety of auditory multimedia sources to reinforce concepts (Student only)
 - (iv) derive meaning from a variety of auditory multimedia sources to reinforce language acquisition (Student only)
- (2) Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking. The student is expected to:
- (A) pronounce words, including high-frequency words, cognates, and increasingly complex syllable types, with accuracy;
 - (i) pronounce words, including high-frequency words, with accuracy
 - (ii) pronounce words, including cognates, with accuracy
 - (iii) pronounce words, including increasingly complex syllable types, with accuracy
 - (B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;
 - (i) speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words
 - (ii) speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of high-frequency words
 - (iii) speak using content-area vocabulary during informal classroom interactions to demonstrate acquisition of new words (Teacher only)
 - (iv) speak using content-area vocabulary during informal classroom interactions to demonstrate acquisition of high-frequency words (Teacher only)
 - (C) speak using a variety of language and grammatical structures, sentence lengths and types, and transition words;
 - (i) speak using a variety of language structures
 - (ii) speak using a variety of grammatical structures
 - (iii) speak using a variety of sentence lengths
 - (iv) speak using a variety of sentence types
 - (v) speak using a variety of transition words

- (D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;
 - (i) speak using appropriate register to convey a message during formal classroom interactions with accuracy
 - (ii) speak using appropriate register to convey a message during formal classroom interactions with fluency
 - (iii) speak using appropriate register to convey a message during informal classroom interactions with accuracy (Teacher only)
 - (iv) speak using appropriate register to convey a message during informal classroom interactions with fluency (Teacher only)
 - (E) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity and detail in academic context or discourse; and
 - (i) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing specificity in academic context or discourse
 - (ii) narrate, describe, explain, justify, discuss, elaborate, or evaluate orally with increasing detail in academic context or discourse
 - (F) restate, ask questions about, or respond to information during formal and informal classroom interactions.
 - (i) restate, ask questions about, or respond to information during formal classroom interactions
 - (ii) restate, ask questions about, or respond to information during informal classroom interactions (Teacher only)
- (3) Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas. The EB student may be at the pre- production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading. The student is expected to:
- (A) demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;
 - (i) demonstrate awareness of print concepts (Teacher only)
 - (ii) demonstrate awareness of directionality of reading as left to right (Teacher only)
 - (iii) demonstrate awareness of directionality of reading top to bottom (Teacher only)
 - (B) decode words using the relationships between sounds and letters and identify syllable patterns, cognates, affixes, roots, or base words;
 - (i) decode words using the relationships between sounds and letters (Teacher only)
 - (ii) identify syllable patterns, cognates, affixes, roots, or base words
 - (C) use high-frequency words, contextual factors, and word analysis such as Greek and Latin prefixes, suffixes, and roots and cognates to comprehend content-area vocabulary in text;
 - (i) use high-frequency words to comprehend content-area vocabulary in text
 - (ii) use contextual factors to comprehend content-area vocabulary in text
 - (iii) use word analysis to comprehend content-area vocabulary in text
 - (D) use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend a variety of text;

- (i) use context to construct the meaning of figurative language to comprehend a variety of text
 - (E) use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;
 - (i) use pre-reading strategies, including previewing the text features, to develop comprehension (Teacher only)
 - (ii) use pre-reading strategies, including connecting to prior knowledge, to develop comprehension (Teacher only)
 - (iii) use pre-reading strategies, including organizing ideas, to develop comprehension
 - (iv) use pre-reading strategies, including making predictions, to develop comprehension
 - (F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;
 - (i) derive meaning from content-area texts using visual supports
 - (ii) derive meaning from content-area texts using contextual supports
 - (iii) derive meaning from content-area texts using linguistic supports (Teacher only)
 - (iv) demonstrate comprehension of content-area texts using visual supports
 - (v) demonstrate comprehension of content-area texts using contextual supports
 - (vi) demonstrate comprehension of content-area texts using linguistic supports (Teacher only)
 - (G) demonstrate reading comprehension of content-area texts by retelling, paraphrasing, summarizing, and responding to questions; and
 - (i) demonstrate reading comprehension of content-area texts by retelling
 - (ii) demonstrate reading comprehension of content-area texts by paraphrasing
 - (iii) demonstrate reading comprehension of content-area texts by summarizing
 - (iv) demonstrate reading comprehension of content-area texts by responding to questions
 - (H) read with fluency and prosody and demonstrate comprehension of content-area text.
 - (i) read with fluency (Teacher only)
 - (ii) read with prosody (Teacher only)
 - (iii) demonstrate comprehension of content-area text (Teacher only)
- (4) Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas. The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing. The student is expected to:
- (A) apply relationships between sounds and letters of the English language to represent sounds when writing;
 - (i) apply relationships between sounds and letters of the English language to represent sounds when writing (Teacher only)
 - (B) write text following conventional spelling patterns and rules;

- (i) write text following conventional spelling patterns
 - (ii) write text following conventional spelling rules
- (C) write using a combination of high-frequency words and content-area vocabulary
- (i) write using a combination of both high-frequency words and content-area vocabulary
- (D) write content-area texts using a variety of sentence lengths and types and transition words;
- (i) write content-area texts using a variety of sentence lengths
 - (ii) write content-area texts using a variety of sentence types
 - (iii) write content-area texts using a variety of transition words
- (E) write content-area specific text using conventions such as capitalization, punctuation, and abbreviations and grammatical structures such as subject-verb agreement, verb tense, possessive case, and contractions; and
- (i) write content-area specific text using conventions
 - (ii) write content-area specific text using grammatical structures
- (F) write to narrate, describe, explain, respond, or justify with supporting details and evidence using appropriate content, style, register, and conventions for specific purpose, and audience.
- (i) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific purpose
 - (ii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific purpose
 - (iii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for [a] specific purpose
 - (iv) write to narrate, describe, explain, respond, or justify with supporting details using appropriate conventions for [a] specific purpose
 - (v) write to narrate, describe, explain, respond, or justify with supporting details using appropriate content for [a] specific audience
 - (vi) write to narrate, describe, explain, respond, or justify with supporting details using appropriate style for [a] specific audience
 - (vii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate register for [a] specific audience
 - (viii) write to narrate, describe, explain, respond, or justify with supporting details using appropriate conventions for [a] specific audience
 - (ix) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific purpose
 - (x) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific purpose
 - (xi) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate register for [a] specific purpose

- (xii) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate conventions for [a] specific purpose
- (xiii) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate content for [a] specific audience
- (xiv) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate style for [a] specific audience
- (xv) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate register for [a] specific audience
- (xvi) write to narrate, describe, explain, respond, or justify with supporting evidence using appropriate conventions for [a] specific audience