

ELL Stage III: Grades 3-5

Listening and Speaking

PROFICIENCY LEVEL DESCRIPTORS

Pre-Emergent

A student at this level has no ability or a very limited ability to communicate in English.

Emergent

A student at this level is able to apply limited knowledge of English conventions. The student is able to produce short phrases and simple sentences with linguistic support.

Basic

A student at this level is able to apply knowledge of English conventions by using simple and compound sentences with errors. The student is attempting self-corrections. The student uses sentence structures which include regular subjects and simple and progressive tenses.

Low Intermediate

A student at this level is able to apply knowledge of English conventions by using simple and compound sentences, and attempting complex sentences. The student uses sentence structures which include common regular subjects and simple, progressive, and present perfect verb tenses. Students are still acquiring irregular subject and verb forms.

High Intermediate

A student at this level is able to apply his or her knowledge of English conventions by using simple, compound, and complex sentences. The student uses sentence structures which include common regular subjects and irregular subjects, and simple, progressive, and present perfect tenses.

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Listening and Speaking

Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.					
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-1: distinguishing between phonemes in the initial and/or final positions of words.	E-1: distinguishing between phonemes in the initial, medial, and final positions of words.	B-1: distinguishing between phonemes in the initial, medial, and final positions of words and phrases (e.g., <i>minimal pairs</i> , etc.).	LI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences with instructional support. (e.g., <i>minimal phrases, sentences, etc.</i>).	HI-1: distinguishing between phonemes in the initial, medial, and final positions of words, phrases and sentences.
PE-2: repeating main ideas/concepts from read-alouds (fiction and nonfiction) using key words, phrases, and gestures.	E-2: responding to read-alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences with visual aids and sentence frames. <small>(math, science, social studies)</small>	B-2: responding to read alouds (fiction and nonfiction) by identifying main ideas/concepts and supporting details in complete sentences. <small>(math, science, social studies)</small>	LI-2: paraphrasing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. <small>(math, science, social studies)</small>	HI-2: summarizing main ideas/concepts and supporting details from read-alouds (fiction and nonfiction) in complete sentences. <small>(math, science, social studies)</small>	

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Comprehension of Oral Communications	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	<p>PE-3: sequencing a series of pictures from information shared in read-alouds, presentations and conversations.</p> <p>(math, science, social studies)</p>	<p>E-3: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations and conversations.</p> <p>(math, science, social studies)</p>	<p>B-3: using sentence frames to sequence events from read-alouds, presentations and conversations in complete sentences.</p> <p>(math, science, social studies)</p>	<p>LI-3: sequencing events from read-alouds, presentations and conversations in complete sentences with instructional support.</p> <p>(math, science, social studies)</p>	<p>HI-3: sequencing events from read-alouds, presentations and conversations in complete sentences.</p> <p>(math, science, social studies)</p>
<p>PE-4: repeating the main idea/concept of a presentation. (e.g., video, announcements, read-alouds, student presentations, lectures, guest speakers, etc.)</p> <p>(math, science, social studies)</p>	<p>E-4: identifying the main idea/concept of a presentation.</p> <p>(math, science, social studies)</p>	<p>B-4: retelling the main idea/concept and key points/details of a presentation using sentence frames.</p> <p>(math, science, social studies)</p>	<p>LI-4: paraphrasing the main idea/concept and key points/details of a presentation using complete sentences.</p> <p>(math, science, social studies)</p>	<p>HI-4: summarizing the main idea/concept and key points/details of a presentation using complete sentences.</p> <p>(math, science, social studies)</p>	

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Comprehension of Oral Communications	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-5: responding to academic discussions using key words and phrases. <small>(math, science, social studies)</small>	E-5: responding to comments and questions in academic discussions by using academic vocabulary. <small>(math, science, social studies)</small>	B-5: responding to academic discussions by sharing one's view on facts, ideas and/or events using academic vocabulary. <small>(math, science, social studies)</small>	LI-5: responding to academic discussions by asking questions and sharing one's view on facts, ideas and/or events using academic vocabulary. <small>(math, science, social studies)</small>	HI-5: demonstrating relationships among facts, ideas or events using academic vocabulary in classroom discussions. (e.g., <i>problem/solution, cause/effect, etc.</i>) <small>(math, science, social studies)</small>

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Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.					
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	<p>PE-6: responding to comprehension questions by identifying two to three content area facts using academic vocabulary. (e.g., “<i>Show me the square.</i>” Student then points to the square or draws a picture of square.)</p> <p>(math, science, social studies)</p>	<p>E-6: responding to comprehension questions by identifying a concept and two to three related facts using academic vocabulary.</p> <p>(math, science, social studies)</p>	<p>B-6: responding to comprehension questions by comparing concepts and related facts using academic vocabulary.</p> <p>(math, science, social studies)</p>	<p>LI-6: responding to comprehension questions by analyzing the content for relationships among facts, ideas or events using appropriate academic vocabulary. (e.g., <i>problem/solution, cause/effect, compare/contrast, chronological order, sequencing, etc.</i>)</p> <p>(math, science, social studies)</p>	<p>HI-6: responding to comprehension questions by demonstrating relationships among facts, ideas or events and extending the information to other relevant contexts using appropriate academic vocabulary. (e.g., <i>problem/solution, cause/effect, compare/contrast, etc.</i>)</p> <p>(math, science, social studies)</p>

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Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	<p>PE-7: following one-two step directions/commands accompanied by visual cues and gestures. (e.g., <i>First, add _____ and _____., etc.</i>)</p> <p>(math, science, social studies)</p>	<p>E-7: following one- or two-step/ directions/ commands.</p> <p>(math, science, social studies)</p>	<p>B-7: following multi-step directions/ instructions containing prepositions.</p> <p>(math, science, social studies)</p>	<p>LI-7: following multi-step directions/ instructions containing prepositions and “frequency” adverbs (e.g., <i>Never use a pen.</i>).</p> <p>(math, science, social studies)</p>	<p>HI-7: following multi-step procedures or processes containing specific academic/content vocabulary. (e.g., <i>steps to complete authentic classroom tasks such as: science lab, math problem, recipe, rules of a game, etc.</i>).</p> <p>(math, science, social studies)</p>

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Listening and Speaking

Comprehension of Oral Communications	Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will demonstrate understanding of oral communications by:				
	PE-8: responding to social conversations using memorized responses. (<i>e.g., introductions, requests, courtesies, etc.</i>)	E-8: responding to comments and questions in social conversations.	B-8: responding to social conversations by rephrasing and repeating information, sharing one's experiences, and expressing one's thoughts.	LI-8: responding to social conversations by rephrasing and repeating information, asking questions, and expressing one's thoughts.	HI-8: responding to social conversations by rephrasing and repeating information, asking questions, offering advice, sharing one's experiences, and expressing one's thoughts.
	PE-9: NA	E-9: N/A	B-9: asking one-word and Yes/No questions to clarify ideas and concepts. <small>(math, science, social studies)</small>	LI-9: asking Yes/No questions to clarify ideas and concepts. <small>(math, science, social studies)</small>	HI-9: asking questions to clarify ideas and concepts. <small>(math, science, social studies)</small>

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Listening and Speaking

Standard 2: The student will express orally his or her own thinking and ideas.					
Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	The student will communicate orally by:				
	PE-1: repeating the 44 phonemes with verbal modeling and visual cues.	E-1: producing the 44 phonemes with verbal modeling and visual cues.	B-1: producing beginning, middle and final sounds in a word (e.g., <i>chair/share, sit/seat, walk/ walked</i>) [-ed: /t/, /d/, /ed/, etc.).	LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress (e.g., <i>con-di-tion, re-pro-duce, un-pro-duc-tive, re-la-tion-ship, etc.</i>).	HI-1: producing sentences with accurate pronunciation, intonation, and stress.
PE-2: repeating patterned speech (e.g., <i>alphabet and cardinal/ordinal numbers, names, etc.</i>) with instructional support. (math)	E-2: reciting repeated-patterned speech (e.g., <i>nursery rhymes, songs, chants, etc.</i>) with instructional support. (math, science, social studies)	B-2: reciting simple poems and repeated-patterned speech with appropriate rhythm, rate and phrasing. (math, science, social studies)	LI-2: reciting poems, chants and tongue twisters; with appropriate rhythm, rate, phrasing and expression. (math, science, social studies)	HI-2: presenting dialogue, skits and drama using appropriate rhythm, rate, phrasing and expression. (math, science, social studies)	

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Standard 2: The student will express orally his or her own thinking and ideas.										
						Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
						The student will communicate orally by:				
Delivery of Oral Communications	PE-3: expressing one's own needs and emotions in complete sentences with instructional support.	E-3: expressing one's own needs and emotions in complete sentences.	B-3: expressing one's own and responding to others' needs and emotions in complete sentences.	LI-3: expressing one's own and responding to others' needs and emotions in complete sentences.	HI-3: expressing one's own and responding to others' needs and emotions in complete sentences.					
	PE-4: repeating introductions and personal information questions using complete sentences.	E-4: responding to social conversations with familiar and unfamiliar people; initiating and responding to introductions and personal information questions using complete sentences with instructional support.	B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs using complete sentences.	LI-4: participating in formal and informal socio-functional communication tasks using complete sentences (e.g., <i>comparing personal information and experiences; providing alternate solutions to a problem; and extending invitations to others, etc.</i>) with instructional support.	HI-4: participating in socio-functional communication tasks using complete sentences.					

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Standard 2: The student will express orally his or her own thinking and ideas.										
						Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
						The student will communicate orally by:				
Delivery of Oral Communications	PE-5: repeating academic questions and responses (who, what, where, when).	E-5: asking and responding to academic questions (who, what, where, when) using complete sentences with instructional support.	B-5: asking and responding to academic questions (who, what, where, when, why, how) using complete sentences (e.g., <i>making comparisons and describing events, etc.</i>) with instructional support.	LI-5: asking and responding to academic questions (who, what, where, when, why, how, which, whose) in complete sentences (e.g., <i>making comparisons, describing events, agreeing/ disagreeing with others, etc.</i>)	HI-5: asking and responding to academic questions in complete sentences (e.g., <i>expressing possibilities and probabilities, hypothetical questions, etc.</i>).	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)
	PE-6: repeating single step commands and/or directions.	E-6: stating single step directions/ commands using words and phrases.	B-6: stating two-step directions/ instructions using prepositions of location in complete sentences.	LI-6: stating multi-step directions/ instructions using prepositions of time, location and movement in complete sentences.	HI-6: stating multi-step procedures or processes using specific academic/content vocabulary in complete sentences.	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)	(math, science, social studies)

