

# ELL Stage IV: Grades 6-8

## 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 comprehend key words in conversations on topics of immediate personal relevance. The student has a limited vocabulary and is able to respond using single words and phrases. Errors in phonology and syntax will impede the comprehension and production of language.

#### Basic

A student at this level is able to comprehend information shared in social and academic conversations. The student responds using phrases and sentences. Limited vocabulary and errors in phonology and syntax will impede the production of language.

#### Low Intermediate

A student at this level is able to comprehend information shared in social and academic conversations. The student initiates and responds to conversations using expanded vocabulary in varied sentence structures. Minimal errors in phonology and syntax may impede the production of language.

#### High Intermediate

A student at this level is able to comprehend information shared in social and academic conversations. The student initiates and responds to conversations using expanded vocabulary in varied sentences structures. The student demonstrates control of productive language. Minimal errors in phonology and syntax do not impede communication.

# ELL Stage IV: Grades 6-8

## Listening and Speaking

<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>						
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	<b>The student will demonstrate understanding of oral communications by:</b>					
	PE-1: distinguishing phonemes in the initial, medial and final positions of words.	E-1: distinguishing phonemes in the initial, medial and final positions of words.	B-1: distinguishing between individual phonemes (e.g., <i>minimal pairs, minimal phrases, rhyming and non-rhyming words</i> ).	LI-1: distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences. (e.g., <i>The base is nearby. The vase is nearby.</i> )	HI-1: distinguishing between individual phonemes in minimal pairs, minimal phrases, and minimal sentences.	
	PE-2: segmenting sentences into words.	E-2: segmenting multi-syllabic words into syllables. (/but/ter/fly/)	B-2: N/A	LI-2: N/A	HI-2: N/A	
PE-3: repeating the main idea from read-alouds (nonfiction and fiction) by using visual aids and sentence frames.  <small>(math, science, social studies)</small>	E-3: retelling the main idea and details from read-alouds (nonfiction and fiction) in complete sentences.  <small>(math, science, social studies)</small>	B-3: responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in complete sentences.  <small>(math, science, social studies)</small>	LI-3: summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in complete sentences.  <small>(math, science, social studies)</small>	HI-3: making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in complete sentences.  <small>(math, science, social studies)</small>		

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## Listening and Speaking

Comprehension Of Oral Communications	<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will demonstrate understanding of oral communications by:</b>				
	<p>PE-4: restating the main idea of presentations (e.g., <i>lecture, video, guest speaker</i>) by using visual aids and sentence frames.</p> <p>(math, science, social studies)</p>	<p>E-4: identifying the main idea of presentations.</p> <p>(math, science, social studies)</p>	<p>B-4: retelling the main ideas and key points/details of presentations.</p> <p>(math, science, social studies)</p>	<p>LI-4: summarizing the main ideas and key points/details of presentations.</p> <p>(math, science, social studies)</p>	<p>HI-4: making inferences and drawing conclusions from presentations.</p> <p>(math, science, social studies)</p>
<p>PE-5: sequencing a series of pictures from information presented in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>E-5: using sentence frames to sequence events from information presented in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>B-5: sequencing events from information presented in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>LI-5: sequencing events from information presented in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>HI-5: sequencing events from information presented in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	

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<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>					
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will demonstrate understanding of oral communications by:</b>				
	<p>PE-6: following instructions/directions consisting of one or two steps for with visual cues and gestures.</p> <p>(math, science, social studies)</p>	<p>E-6: following multi-step instructions/directions which include prepositional phrases.</p> <p>(math, science, social studies)</p>	<p>B-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.</p> <p>(math, science, social studies)</p>	<p>LI-6: following multi-step instructions/ directions, procedures and processes which contain specific academic content vocabulary.</p> <p>(math, science, social studies)</p>	<p>HI-6: producing the final steps to complete a set of teacher initiated instructions for familiar processes or procedures.</p> <p>(math, science, social studies)</p>
<p>PE-7: responding to social conversations using memorized responses (e.g., <i>introductions, requests, courtesies</i>).</p>	<p>E-7: responding to social conversations by rephrasing/ repeating information and asking questions.</p>	<p>B-7: responding to social conversations by rephrasing/ repeating information, asking questions, and expressing one's thoughts.</p>	<p>LI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts.</p>	<p>HI-7: responding to social conversations by rephrasing/ repeating information, asking questions, offering advice, sharing one's experiences and expressing one's thoughts.</p>	

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## Listening and Speaking

<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>						
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	<b>The student will demonstrate understanding of oral communications by:</b>					
	<p>PE-8: responding to academic content ideas and concepts by using key words, phrases, and gestures.</p> <p>(math, science, social studies)</p>	<p>E-8: responding to academic content ideas and concepts by using key words in complete sentences.</p> <p>(math, science, social studies)</p>	<p>B-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.</p> <p>(math, science, social studies)</p>	<p>LI-8: responding to questions and statements in an academic discussion by using key vocabulary in complete sentences.</p> <p>(math, science, social studies)</p>	<p>HI-8: offering and justifying opinions and ideas in response to questions and statements in academic discourse.</p> <p>(math, science, social studies)</p>	
	<p>PE-9: repeating import content area presentations and discussions using visual aids and sentence frames.</p> <p>(math, science, social studies)</p>	<p>E-9: retelling important main idea from content area presentations and discussions.</p> <p>(math, science, social studies)</p>	<p>B-9: determining main ideas and supporting details from content area presentations and discussions.</p> <p>(math, science, social studies)</p>	<p>LI-9: summarizing main ideas and supporting details from content area presentations and discussions.</p> <p>(math, science, social studies)</p>	<p>HI-9: making inferences and drawing conclusions using evidence from content area presentations and discussions.</p> <p>(math, science, social studies)</p>	
<p>PE-10: recognize appropriate tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.</p>	<p>E-10: responding appropriately to tone and/or attitudinal nuances of an oral presentation by using phrases, key words, and gestures.</p>	<p>B-10: identifying the tone and/or attitudinal nuances of an oral presentation by using simple sentences, phrases, key words and gestures.</p>	<p>LI-10: .summarizing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.</p>	<p>HI-10: analyzing the tone and/or attitudinal nuances of an oral presentation in a complete sentence.</p>		

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## Listening and Speaking

<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>						
Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	<b>The student will communicate orally by:</b>					
	PE-1: articulating the 44 phonemes and vowel sounds with verbal modeling and visual cues.	E-1: producing beginning, middle, and final sounds in a word.	B-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress with instructional support.	LI-1: producing multi-syllabic words including those with common affixes with accurate pronunciation and stress.	HI-1: producing sentences with accurate pronunciation, intonation, and stress.	
	PE-2: reciting the alphabet, cardinal and ordinal numbers, commands, names, and teacher's name.  (math)	E-2: reciting repeated-patterned speech.  (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)	
PE-3: expressing likes, dislikes, needs, wants and abilities in complete sentences with instructional support.	E-3: expressing likes, dislikes, needs, wants and abilities using complete sentences.	B-3: expressing personal needs and emotions in complete sentences.	LI-3: expressing personal needs and emotions in complete sentences.	HI-3: expressing and justifying personal needs and emotions in complete sentences.		

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## Listening and Speaking

<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>					
Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will communicate orally by:</b>				
	PE-4: expressing basic social conventions such as greetings, farewells and courtesies in complete sentences.	E-4: introducing others and expressing basic social conventions, such as greetings, farewells and courtesies, using complete sentences.	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 conversation tasks using complete sentences.	HI-4: participating in formal and informal conversation tasks using complete sentences.
PE-5: sharing a personal experience using sentence frames.	E-5: sharing a personal experience/story using complete sentences.	B-5: sharing a personal experience/story supported by details and examples in complete sentences.	LI-5: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	HI-5: sharing a personal experience/story with descriptive language and supported by details and examples in complete sentences.	

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<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>						
<b>The student will communicate orally by:</b>						
<b>Delivery of Oral Communications</b>	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	PE-6: N/A	E-6: making predictions about academic content using sentence frames.  <small>(math, science, social studies)</small>	B-6: making predictions about academic content using complete sentences.  <small>(math, science, social studies)</small>	LI-6: making predictions and inferences about academic content using complete sentences with instructional support.  <small>(math, science, social studies)</small>	HI-6: making predictions and inferences about academic content using complete sentences.  <small>(math, science, social studies)</small>	
	PE-7: repeating two- step directions and instructions.  <small>(math, science, social studies)</small>	E-7: giving two-step directions and instructions.  <small>(math, science, social studies)</small>	B-7: giving multiple step directions and instructions.  <small>(math, science, social studies)</small>	LI-7: issuing multiple step directions and instructions including time, location and movement.  <small>(math, science, social studies)</small>	HI-7: issuing a sequence of steps to carry out a familiar process using academic vocabulary.  <small>(math, science, social studies)</small>	
	PE-8: repeating an appropriate response to a given formal and informal situation.	E-8: determining the appropriate response to given formal and informal situations.	B-8: providing an appropriate response to given formal and informal situations.	L-8: providing an appropriate response to given formal and informal situations.	H-8: providing and justifying an appropriate response to given formal and informal situations.	

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## Listening and Speaking

<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>					
Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will communicate orally by:</b>				
	PE-9: presenting personal narratives with use of visual aids and sentence frames.	E-9: preparing and presenting personal narratives using complete sentences, which may include the use of transition words and visual aids.	B-9: preparing and presenting personal narratives supported by details and using complete sentences, which may include the use of transition words and visual aids.	LI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.	HI-9: preparing and presenting personal narratives supported by details with descriptive language and using complete sentences, which may include the use of transition words and visual aids.
PE-10: NA	E-10: NA	B-10: preparing and presenting a report using functional text using complete sentences.	LI-10: preparing and delivering an expository report on academic content in including clear main ideas, supporting details, and a recognizable conclusion using complete sentences.	HI-10: preparing and delivering a persuasive report on academic content stating a clear position with support evidence using complete sentences.	