

Summaries of ELPS
Introduction, District Responsibilities and Student Expectations*
(subsection a,b,c)

Introduction	District Responsibilities
<p>a1: Part of required curriculum for each subject including proficiency standards and level descriptors</p> <p>a2: ELLs need social and academic English language proficiency to be successful</p> <p>a3: Instruction must integrate social and academic English in content areas</p> <p>a4: ELLs must read, write, listen, and speak in increasing complexity</p> <p>a5: Student Expectations of ELPS apply to K-12 students</p> <p>a6: Level descriptors are not grade specific and serve as a road map.</p>	<p>b1: Identify students' proficiency levels using proficiency level descriptors</p> <p>b2: Provide linguistically accommodated content instruction (communicated, sequenced, scaffolded)</p> <p>b3: Provide linguistically accommodated content-based language instruction</p> <p>b4: Focused, targeted, and systematic language instruction for beginning and intermediate ELLs (Grade 3 or higher)</p>
Learning Strategies	
<p>c1A: Use prior knowledge to learn new language</p> <p>c1B: Monitor language with self-corrective techniques</p> <p>c1C: Use techniques to learn new vocabulary</p> <p>c1D: Speak using learning strategies</p>	<p>c1E: Use and reuse new basic and academic language to internalize language</p> <p>c1F: Use accessible language to learn new language</p> <p>c1G: Distinguish formal and informal English</p> <p>c1H: Expand repertoire of language learning strategies</p>
Listening	Speaking
<p>c2A: Distinguish sound and intonation</p> <p>c2B: Recognize English sound system in new vocabulary</p> <p>c2C: Learn new language heard in classroom interactions and instruction</p> <p>c2D: Monitor understanding and seek clarification</p> <p>c2E: Use visual, contextual linguistic support to confirm and enhance understanding</p> <p>c2F: Derive meaning from a variety of media</p> <p>c2G: Understand general meaning, main points, and details</p> <p>c2H: Understand implicit ideas and information</p> <p>c2I: Demonstrate listening comprehension</p>	<p>c3A: Practice using English sound system in new vocabulary</p> <p>c3B: Use new vocabulary in stories, descriptions, and classroom communication</p> <p>c3C: Speak using a variety of sentence structures</p> <p>c3D: Speak using grade level content area vocabulary in context</p> <p>c3E: Share in cooperative groups</p> <p>c3F: Ask and give information using high-frequency and content area vocabulary</p> <p>c3G: Express opinions, ideas and feelings</p> <p>c3H: Narrate, describe and explain</p> <p>c3I: Adapt spoken language for formal and informal purposes</p> <p>c3J: Respond orally to information from a variety of media sources</p>
Reading	Writing
<p>c4A: Learn relationships of sounds and letters in English</p> <p>c4B: Recognize directionality of English text</p> <p>c4C: Develop sight vocabulary and language structures</p> <p>c4D: Use prereading supports</p> <p>c4E: Read linguistically accommodated content area materials</p> <p>c4F: Use visual and contextual supports to read text</p> <p>c4G: Show comprehension of English text individually and in groups</p> <p>c4H: Read silently with comprehension</p> <p>c4I: Show comprehension through basic reading skills</p> <p>c4J: Show comprehension through inferential skills</p> <p>c4K: Show comprehension through analytical skills</p>	<p>c5A: Learn relationships between sounds and letters when writing</p> <p>c5B: Write using newly acquired vocabulary</p> <p>c5C: Spell familiar English words</p> <p>c5D: Edit writing</p> <p>c5E: Employ complex grammatical structures</p> <p>c5F: Write using variety of sentence structures and words</p> <p>c5G: Narrate, describe, and explain in writing</p>

*These summaries must be used in conjunction with actual cross curricular student expectations when planning instruction.