

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

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

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

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:
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

DRAFT

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

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.					
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:
Vocabulary	match pre-taught social studies vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken social studies vocabulary, including directional and chronological words	use explicitly taught vocabulary, including directional and chronological words and cognates to comprehend social studies vocabulary heard in the classroom	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	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
Language Structures	respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing to, matching, or choosing objects	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	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	participate in discussions of familiar social studies content using common language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place	participate in discussions of familiar and unfamiliar social studies content using language structures heard such as structures for chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place

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

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:
Register	use nonverbal responses or gestures to communicate	adjust speech structure, form, vocabulary, and register to specific audiences and purposes occasionally	adjust speech structure, form, vocabulary, and register to specific audiences and purposes to increase frequency	adjust speech structure, form, vocabulary, and register to specific audiences and purposes often	adjust speech structure, form, vocabulary, and register to specific audiences and purposes
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary	convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases	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	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
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions using single words consisting of recently practiced, memorized, repeated, or high-frequency vocabulary	convey ideas, feelings, or opinions using high-frequency words, including expressions and phrases	participate in conversations and discussions on a variety of topics 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	engage in elaborate conversations and discussions on a variety of topics using connecting words to extend ideas, feelings, or opinions in a variety of sentence types
Discourse	communicate ideas through gestures and a few isolated words	describe orally ideas and reasoning through isolated words and vocabulary	describe and justify orally ideas and reasoning using high-frequency terms and phrases with language supports	describe and justify ideas, reasoning, and arguments while using sentences	explain and justify ideas, reasoning, and arguments while using a variety of sentence types
Respond to Information		repeat some key word or details about a topic	answer questions about a topic with short response, including some detail	retell or describe information about a topic with some key words and details in sentences	articulate key words and details when retelling information about a topic using in a variety of sentence types

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:
Respond to Information	respond with gestures	respond appropriately to the comments of others using single words	respond with newly acquired vocabulary	respond with newly acquired vocabulary in sentences	respond with newly acquired vocabulary appropriate for grade level using a variety of sentence types
Respond to Information	repeat high-frequency question words	ask a question using high-frequency words or use gestures	use question words in phrases when asking a question about a content-area topic	use question words in simple sentences when asking a question about a content-area topic	ask simple and complex questions about content-area topics

DRAFT

ELPS Speaking: English Language Arts

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 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:
Register	use nonverbal responses or gestures to communicate	use single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	use phrases using high-frequency, content-specific vocabulary or figurative language occasionally	participate in discussions using sentences and literary or informational elements or figurative language	engage in longer discussions using sentences with literary or informational elements or figurative language
Response to Information		use high-frequency vocabulary to describe a literary or informational text with language support	use high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text with language support	use modeled language structures to describe or respond to a literary or informational text	use language structures to narrate, describe, or respond to a literary or informational text

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

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.					
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:
Register		<p>speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary</p>	<p>speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context</p>	<p>participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms</p>	<p>engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms</p>
Discourse		<p>repeat brief step-by-step lab procedures or directions</p>	<p>explain a scientific investigation sequentially, including some evidence and reasoning for claims using phrases</p>	<p>explain a scientific investigation sequentially, including some evidence and reasoning for claims using sentences</p>	<p>explain a scientific investigation sequentially, including detailed evidence and reasoning for claims using a variety of sentence types</p>
Discourse	<p>communicate, scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words</p>	<p>communicate ideas or opinions based on scientific data using isolated words</p>	<p>justify or convey a proposed solution or hypothesis, including some ideas or opinions based on scientific data using phrases</p>	<p>justify or convey a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions</p>	<p>justify or convey a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions</p>

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.					
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:
Discourse		describe social studies concepts or current or historical events using isolated words with language support	describe social studies concepts or current or historical events using some detail and phrases	describe social studies concepts or current or historical events using sentences	engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
Discourse		communicate ideas or opinions about a decision-making process using isolated words	convey a decision-making process, including ideas or opinions using phrases	participate in conversations during formal and informal interactions about a decision-making process using sentences to link ideas or opinions	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

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.					
Language Patterns	1 PRE-PRODUCTION	2 BEGINNING	3 INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student can:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught content-area vocabulary with images and concepts found in text	use pictorial models or cognates to understand content-area vocabulary found in text	use explicitly taught content-area vocabulary or cognates to comprehend text	demonstrate comprehension of familiar content-area concepts found in text by responding orally or in writing using key vocabulary with increasing accuracy	demonstrate comprehension of familiar and unfamiliar content-area concepts found in text by responding orally or in writing using key vocabulary, with accuracy
Print Concepts	imitates others reading a book from top to bottom and turning pages from left to right	attempts to read a book top to bottom and turns pages from left to right independently			
Purpose for Reading	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	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	previews the text using pre-reading strategies, such as noticing text features, asking simple questions, or making predictions about the text when prompted	previews the text using pre-reading strategies, such as noticing text features, asking questions, or making predictions about the text with increasing independence	previews the text using pre-reading strategies, such as noticing text features, asking questions, or making predictions about the text independently
Comprehension: Monitor and Adjust	use text features such as illustrations, graphs, charts, examples, and bold/italicized print in content-area text to identify some familiar words	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	use context and text features such as illustrations, graphs, charts, examples, and bold/italicized print in a content-area text to clarify unfamiliar word meanings or identify some relevant key information	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 or	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
Comprehension: Responding to Text	respond to questions about text with gestures, drawings, yes/no, or one-word answers	respond to questions about text with short answers or simple sentences	respond to questions or recall details about a text using	respond to questions or retell details about text using some	respond to questions about or retell a text using relevant information from the text

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:
			some information from the text	relevant information from the text	
Fluency	mimic word-by-word during shared or choral reading familiar grade-level content area text	read word-by-word when reading familiar grade-level content area text	read in two-word phrases with some three- or four-word groupings. when reading familiar grade-level content area text	read in three- or four-word phrase groups up to simple sentences when reading familiar grade-level content area text	read in larger, meaningful phrase groups or sentences when reading familiar grade-level content area text

DRAFT

ELPS Reading: English Language Arts

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

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.					
Language Patterns	1 PRE-PRODUCTION	2 BEGINNING	3 INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student can:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures and symbols read such as sum, equal, =, greater than, >, and less than, < in mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as sum, equal, =, greater than, >, and less than, < in mathematical problems	identify keywords or phrases that correspond to mathematical symbols such as sum, equal, =, greater than, >, and less than, < read in mathematical problems	identify language structures that correspond to mathematical symbols such as sum, equal, =, greater than, >, and less than, < read in mathematical problems	distinguish between language structures that correspond to mathematical symbols such as sum, equal, =, greater than, >, and less than, < read in mathematical problems
Comprehension: Monitor and Adjust	identifying key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve the problem	identify relevant information that signals the actions needed to solve the problem	distinguish between relevant information and extraneous information to solve the problem with increasing accuracy	distinguish between relevant information and extraneous information to solve the 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.					
Language Patterns	1 PRE-PRODUCTION	2 BEGINNING	3 INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student can:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of scientific and engineering language structures, and science safety protocols	use pictures, manipulatives, or primary language to comprehend language structure read in scientific and engineering text that signal sequential, compare/contrast, or cause/effect analysis	identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read	identify, or distinguish relevant information from science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	read science and engineering text and distinguish relevant information from science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis
Comprehension: Monitor and Adjust	demonstrate the use of inferential skills such as making a connection, to construct meaning from procedural or informational texts read	predict or make connections to construct meaning from procedural or informational texts read	predict or make connections using text features to construct meaning from procedural texts or informational texts about phenomena read	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	predict, make connections, and draw a conclusion using text features to construct meaning from procedural texts or informational texts about phenomena read, with accuracy

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.					
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:
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in social studies text	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in scaffolded social studies text	identify or read keywords or phrases in social studies text that describe people, places, and events	read, identify, or distinguish relevant information from social studies texts that describe people, places, and events	read and distinguish relevant information from social studies texts that describe people, places, and events
Comprehension: Monitor and Adjust	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 text in shared reading	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational text in shared read	predict or make connections using text features such as maps, data charts, and images to construct meaning from historical narratives or informational text read	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 or informational text read with increasing accuracy	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

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	1 PRE-PRODUCTION	2 BEGINNING	3 INTERMEDIATE	4 HIGH INTERMEDIATE	5 ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student can:	With highly scaffolded instruction and linguistic support, the EB student can:	With moderately scaffolded instruction and linguistic support, the EB student can:	With minimally scaffolded instruction and linguistic support, the EB student can:	With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	scribble, draw pictures, and copy words to connect oral language to print	match sounds in words to write phonetically spelled words	match sounds to letters or combinations of letters to spell with increasing accuracy write phrases that may include invented spelling	write words by sounding out phonemes or letter clusters	
Phonology	copy or trace information	connect sound to letters by relying on phonetic patterns	connect sounds to letters with increasing consistency, including letter clusters and different syllable patterns	spell content-area and high-frequency words with increasing accuracy	spell content-area and high-frequency words using linguistic spelling patterns accurately
Vocabulary	illustrate or copy print to show understanding of content-area vocabulary	write using a combination of the student’s primary language and English high-frequency words to show understanding of content-area vocabulary	write phrases by using high-frequency words, cognates, or content-area vocabulary	write sentences using content-area vocabulary including cognates with increasing accuracy	write sentences using content-area vocabulary with accuracy write sentences using content-compatible academic terms such as observe, infer, and predict
Language structures/ Syntax	scribble, draw pictures, and copy words to respond to a topic	write using simple phrases or patterns that may convey ideas or information	write phrases that convey ideas or information	write sentences using connecting words that convey ideas or information with increasing accuracy write questions using the words who, what, when, where, why, or how with increasing accuracy	write sentences using connecting words that convey ideas or information with accuracy write questions using the words who, what, when, where, why, and how accurately

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:
Grammar	copy words following capitalization and punctuation conventions	write words that use uppercase and lowercase letters, including personal information such as first and last name	write phrases using standard conventions	write sentences using standard conventions with increasing accuracy	write a variety of sentence types using standard convention with increasing accuracy
Discourse	illustrate or copy text to show understanding of academic content	write using a combination of illustrations and text to narrate, describe, explain, or persuade using acquired information or personal experiences	write using frequently modeled content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences	write using common to content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences	write using precise content-area language to narrate, describe, explain, or persuade using acquired information or personal experiences
Discourse	illustrate or copy descriptive language	write descriptive words to add details to written texts or pictures	write an idea with specific and relevant details using descriptive phrases	write to explain an idea with specific and relevant details using simple sentences with increasing accuracy	write to explain an idea with specific and relevant details using a variety of sentence types write using descriptive, literal, or figurative language to compose text

ELPS Writing: English Language Arts

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

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

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

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	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:
Vocabulary	identify academic terms that are cognates	copy academic terms that are frequently used such as timeline, place, date, or cognates such as community and comunidad or history and historia	write phrases with academic terms that frequently used or are cognates such as community and comunidad or history and historia	write sentences with academic terms that are with support from frequently used terms or cognates such as community and comunidad or history and historia	write sentences that include content-compatible academic terms
Discourse	illustrate or copy text to show understanding of social studies content	copy high-frequency vocabulary related to cause and effect and chronology	write phrases using high frequency social studies language related to cause and effect, chronology, or comparison	illustrate or copy text to show understanding of social studies content	copy high-frequency vocabulary related to cause and effect and chronology