ELPS Grades K-3 (IMRA25)

Grade: KG-03
Expectations: 26
Breakouts: 64

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

(a) Introduction.

The English language proficiency standards (ELPS) outline student expectations and proficiency level descriptors for EB students in English. The ELPS are organized across four language domains: listening, speaking, reading, and writing

Language acquisition is a complex process that consists of several interrelated components, including phonetics, phonology, semantics, syntax, morphology, and pragmatics As students develop proficiency in these language structures, they are able to make connections between their primary language and English

Classroom contexts foster social and academic registers, which are types of language appropriate for a situation or setting, to support language proficiency Informal (social) language consists of English needed for students to effectively interact, exchange ideas, and engage in various settings and contexts Formal (academic) language consists of oral and written language used to build knowledge, participate in content-specific discourse, and process complex academic material found in formal school settings and interactions

The progression of skills in the four language domains are developed simultaneously and can be divided into two categories: receptive skills and expressive skills Listening and reading are the receptive (input) skills Students' development in receptive skills is necessary for comprehension and attainment of the English language and content Speaking and writing are the expressive (output) skills Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction Effective content-based language instruction involves engaging EB students in scaffolded opportunities to listen, speak, read, and write at their current levels of proficiency while gradually increasing linguistic complexity

In order for EB students to be successful, educators must create an environment that welcomes and encourages students to leverage their unique cultural and linguistic experiences as they develop English language skills and learn academic content Educators must cultivate an approach that integrates students' and their families' funds of knowledge into the classroom instructional practices Culturally and linguistically sustaining practices leverage and celebrate students' cultural heritage and backgrounds while elevating their cultural and linguistic identities Teaching and learning cognates that connect both (or multiple) languages can also construct bridges between languages and increase confidence as English language acquisition progresses

The ELPS student expectations are the knowledge and skills students must demonstrate They indicate what students should know and be able to do in order to meet academic content standards Proficiency level descriptors describe behaviors EB students exhibit across five proficiency levels as they acquire English EB students may exhibit different proficiency levels within and across the domains of listening, speaking, reading, and writing

The ELPS demonstrate an asset-based approach to address the affective, linguistic, and cognitive needs of EB students in accordance with §891210of this title (relating to Program Content and Design) as follows:

acknowledge and leverage the existing funds of knowledge students possess, including linguistic repertoire, cultural heritage, and background knowledge

demonstrate targeted and intentional academic language skills to ensure content-area teachers are able to accurately evaluate the abilities of EB students and scaffold toward the increasingly complex English that students hear, speak, and are expected to read and write and

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

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

(b) Knowledge and Skills Statements

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

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

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

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

        (B) demonstrate an understanding of content-area vocabulary when heard during formal and informal classroom inte;actions by responding with gestures or images, orally, or in writing;

            (i) demonstrate an understanding of content-area vocabulary when heard during formal classroom interactions by responding with gestures or images, orally, or in writing

            (ii) demonstrate an understanding of content-area vocabulary when heard during informal classroom interactions by responding with gestures or images, orally, or in writing (Teacher only)

        (C) follow oral directions with accuracy;

            (i) follow oral directions with accuracy (Teacher only)

        (D) use context to construct the meaning of descriptive language, words with multiple meanings, register, or figurative language such as idiomatic expressions heard during formal and informal classroom interactions by responding with gestures or images, orally, or in writing;

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

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

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

            (ii) demonstrate listening comprehension from information presented orally during informal classroom interactions by recalling, retelling, responding, or asking for clarification or additional details (Teacher only)

        (F) derive meaning from a variety of auditory multimedia sources to build and reinforce concepts and language acquisition.

            (i) derive meaning from a variety of auditory multimedia sources to build concepts

            (ii) derive meaning from a variety of auditory multimedia sources to build language acquisition (Student only)

<li value="3" type="i">derive meaning from a variety of auditory multimedia sources to reinforce concepts (Student only)
derive meaning from a variety of auditory multimedia sources to reinforce language acquisition (Student only)

(2) Student expectations--speaking. The EB student speaks using a variety of language structures for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing accuracy and fluency in all content areas The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency level of English language acquisition in speaking The student is expected to:

(A) produce sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce words with accuracy;

    (i) produce sounds of newly acquired vocabulary to pronounce words with accuracy

(B) speak using content-area vocabulary during formal and informal classroom interactions to demonstrate acquisition of new words and high-frequency words;

    (i) speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of new words

    (ii) speak using content-area vocabulary during formal classroom interactions to demonstrate acquisition of high-frequency words

    (iii) speak using content-area vocabulary during informal classroom interactions to demonstrate acquisition of new words (Teacher only)

    (iv) speak using content-area vocabulary during informal classroom interactions to demonstrate acquisition of high-frequency words (Teacher only)

(C) speak using a variety of language and grammatical structures, sentence lengths and types, and connecting words;

    (i) speak using a variety of language structures

    (ii) speak using a variety of grammatical structures

    (iii) speak using a variety of sentence lengths

    (iv) speak using a variety of sentence types

    (v) speak using a variety of connecting words

(D) speak using appropriate register to convey a message during formal and informal classroom interactions with accuracy and fluency;

    (i) speak using appropriate register to convey a message during formal classroom interactions with accuracy

    (ii) speak using appropriate register to convey a message during formal classroom interactions with fluency

    (iii) speak using appropriate register to convey a message during informal classroom interactions with accuracy (Teacher only)

    (iv) speak using appropriate register to convey a message during informal classroom interactions with fluency (Teacher only)

(E) narrate, describe, or explain information or persuade orally with increasing specificity and detail during formal and informal classroom interactions; and

(i)   narrate, describe, or explain information or persuade orally with increasing specificity during formal classroom interactions

(ii)   narrate, describe, or explain information or persuade orally with increasing detail during formal classroom interactions

(iii)   narrate, describe, or explain information or persuade orally with increasing specificity during informal classroom interactions (Teacher only)

(iv)   narrate, describe, or explain information or persuade orally with increasing detail during informal classroom interactions (Teacher only)

(F)   restate, ask questions about, or respond to information during formal and informal classroom interactions.

(i)   restate, ask questions about, or respond to information during formal classroom interactions

(ii)   restate, ask questions about, or respond to information during informal classroom interactions (Teacher only)

(3)   Student expectations--reading. The EB student reads a variety of texts for different purposes with an increasing level of comprehension in all content areas The EB student may be at the pre- production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in reading For Kindergarten and Grade 1, certain student expectations apply to text read aloud for students not yet at the stage of decoding written text The student is expected to:

(A)   demonstrate awareness of print concepts and directionality of reading as left to right and top to bottom;

(i)   demonstrate awareness of print concepts (Teacher only)

(ii)   demonstrate awareness of directionality of reading as left to right (Teacher only)

(iii)   demonstrate awareness of directionality of reading top to bottom (Teacher only)

(B)   decode words using relationships between sounds and letters;

(i)   decode words using relationships between sounds and letters

(C)   use high-frequency words, cognates, and content-area vocabulary to comprehend written classroom materials;

(i)   use high-frequency words to comprehend written classroom materials

(ii)   use cognates to comprehend written classroom materials

(iii)   use content-area vocabulary to comprehend written classroom materials

(D)   use context to construct the meaning of figurative language such as idiomatic expressions, descriptive language, and words with multiple meanings to comprehend classroom materials;

(i)   use context to construct the meaning of figurative language to comprehend classroom materials

(E)   use pre-reading strategies, including previewing text features, connecting to prior knowledge, organizing ideas, and making predictions, to develop comprehension;

(i)   use pre-reading strategies, including previewing text features, to develop comprehension (Teacher only)

(ii)   use pre-reading strategies, including connecting to prior knowledge to develop comprehension (Teacher only)

(iii)   use pre-reading strategies, including organizing ideas to develop comprehension

(iv)   use pre-reading strategies, including making predictions, to develop comprehension

(F) derive meaning from and demonstrate comprehension of content-area texts using visual, contextual, and linguistic supports;

   (i)   derive meaning from content-area texts using visual supports

   (ii)   derive meaning from content-area texts using contextual supports

   (iii)   derive meaning from content-area texts using linguistic supports (Teacher only)

   (iv)   demonstrate comprehension of content-area texts using visual supports

   (v)   demonstrate comprehension of content-area texts using contextual supports

   (vi)   demonstrate comprehension of content-area texts using linguistic supports (Teacher only)

(G) demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions; and

   (i)   demonstrate reading comprehension of content-area texts by making connections, retelling, or responding to questions

(H) read with fluency and demonstrate comprehension of content-area text.

   (i)   read content-area text with fluency (Teacher only)

   (ii)   demonstrate comprehension of content-area text (Teacher only)

(4) Student expectations--writing. The EB student writes using a variety of language structures with increasing accuracy to effectively address a variety of purposes (formal and informal) and audiences in all content areas The EB student may be at the pre-production, beginning, intermediate, high intermediate, or advanced proficiency levels of English language acquisition in writing For Kindergarten and Grade 1, certain student expectations do not apply until the student has reached the proficiency level of generating original written text using a standard writing system The student is expected to:

(A) apply relationships between sounds and letters of the English language to represent sounds when writing;

   (i)   apply relationships between sounds and letters of the English language to represent sounds when writing (Teacher only)

(B) spell words following conventional spelling patterns and rules;

   (i)   spell words following conventional spelling patterns

   (ii)   spell words following conventional spelling rules

(C) write using high-frequency words and content-area vocabulary;

   (i)   write using high-frequency words (Teacher only)

   (ii)   write using content-area vocabulary

(D) write using a variety of grade-appropriate sentence lengths and types and connecting words;

   (i)   write using a variety of grade-appropriate sentence lengths

   (ii)   write using a variety of grade-appropriate sentence types

   (iii)   write using a variety of grade-appropriate connecting words

(E) write formal or informal text using conventions such as capitalization and punctuation and grammatical structures such as subject-verb agreement and verb tense; and

    (i) write formal or informal text using conventions

    (ii) write formal or informal text using grammatical structures

(F) write to narrate, describe, explain, respond, or persuade with detail in the content areas.

    (i) write to narrate, describe, explain, respond, or persuade with detail in the content areas