

Work Group D Recommendations

English Language Proficiency Standards (ELPS) Review Work Group D developed recommendations for revising the crosscurricular second language acquisition essential knowledge and skills (or SEs) for each of the four domains. The work group also agreed with recommendations from Work Group A and integrated SEs from the current learning strategies section into the domain the SE best fit within.

[Listening Domain](#)

[Speaking Domain](#)

[Reading Domain](#)

[Writing Domain](#)

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Listening Domain

<p>The ELL listens to a variety of speakers including teacher, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
	Standard	Comment
(A)	distinguish sounds and intonation patterns of English;	Add “with increasing ease” in Introduction (Teacher behavior/ Proficiency). We had a lot of commentary about this standard. We need to discuss and train around this.
(B)	recognize elements of the English (language) that help to access newly acquired vocabulary;	Teacher behaviors: help students use prior knowledge and experiences to understand meanings in English (from learning strategies A) Suggestion for later: Teacher behavior/observable student behavior
(C)	learn new language structures of basic and academic vocabulary and distinguish between formal and informal expressions;	Put BICS and CALP in Introduction, during classroom instruction and interaction, we incorporated this from learning strategies
(D)	(intonation) self-monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;	
(E)	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex spoken language;	In another document or in an examples section, build out what linguistics supports can be... (teacher behaviors).
(F)	listen to and derive meaning from a variety of aural contexts/experiences/resources;	
(G)	understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;	Language commensurate with grade-level learning expectations. (Could this be an overarching concept?)

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	Standard	Comment
(H)	understand implicit ideas and information in increasingly complex spoken; and	
(I)	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.	

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Speaking Domain

<p>The EL speaks for a variety of purposes with an awareness of different language registers using academic (CALP) and social (BICS) language in all content areas. ELs may be at different speaking proficiency levels; therefore, to meet grade-level learning expectations, instruction must be linguistically accommodated and commensurate with the student’s level of English language proficiency. The student is expected to:</p>		
	Standard	Comment
(A)	practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and phonemes to produce English words with increasing proficiency;	We changed constant clusters to phonemes. We feel that this standard applies depending on level of proficiency. (not grade level)
(B)	practice and apply basic English vocabulary by acquiring and applying the use of high frequency English words;	
(C)	practice and apply grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;	We are debating to keep the highlighted area in. Taken from ELPS D
(D)	ask questions using social and academic vocabulary in a variety of context;	taken from F
(E)	give information using social and academic vocabulary in a variety of context;	taken from F
(F)	participate in extended speaking tasks using abstract and content-based vocabulary;	taken from F
(G)	speak using a variety of grammatical structures, sentence lengths, and sentence types with increasing accuracy;	taken from C
(H)	express ideas, such as opinions and feelings with increasing language proficiency;	taken from G
(I)	adapt spoken language appropriately for academic, formal and informal purposes, such as narrating, describing, and explaining with increasing specificity and detail;	taken from I
(J)	respond orally to media literacies, such as print, electronic, audio, applications and visual materials;	taken from J
(K)	use prior knowledge and experiences to orally express understanding of meanings in English;	taken from learning strategies 1A

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(L)	Speak using a variety of multiple response strategies in cooperative learning interactions;	taken from E
(M)	Monitor oral production and employ self-corrected techniques such as requesting assistance, and employing non-verbal;	taken from learning strategies 1b and 1d
(N)	Use descriptive words or phrases when the exact English word or phrase is unknown;	taken from 1D – Learning strategies
(O)	Use and reuse new, basic, and academic language in meaningful ways in speaking activities;	
(P)	Demonstrate a knowledge and increasing ability to distinguish between formal and informal English; and	taken from 1G
(Q)	Use knowledge of dominant language to acquire English proficiency	new

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Reading Domain

The EL reads texts for a variety of purposes with an increasing level of comprehension. [ELs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading.] In order for the EL to meet grade-level learning expectations across the curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:

	Standard	Comment
(A)	recognize directionality of English reading;	
(B)	participate in shared reading, retell and summarize material, and respond to questions to demonstrate comprehension;	everyday oral language cut from PLD on #4
(C)	determine relationships between sounds and letters and decode words;	
(D)	identify high-frequency words, derive meaning from environmental and digital print, and comprehend vocabulary and language structures;	
(E)	use prereading supports such as graphic organizers, illustrations, and topic-related vocabulary to increase comprehension of written text;	
(F)	use reading supports such as background knowledge, visual and contextual support, peer and teacher input, and language structures to increase comprehension of written text;	
(G)	read content-area material with a decreasing need for linguistic accommodations as more English is learned;	
(H)	distinguish main ideas from supporting details;	
(I)	infer by interacting with text evidence contextual clues, and connections to form new thinking about written text;	add something about mental images to PLDs
(J)	analyze and evaluate written information; and	
(K)	read student-selected texts both silently and aloud with increased accuracy for longer periods of time.	

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Writing Domain

The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s level of English language proficiency. For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing. The student is expected to:

	Standard	Comment
(A)	demonstrate an understanding of the relationships between sounds and letters in the English language;	Word changes are centered around creating user-friendly, direct, specific, and concise language. Grade- level and proficiency- level specificity have been moved to the paragraph, as they apply to all student expectations (SEs) within the writing domain. The verb “demonstrate” shows proficiency/ mastery of a skill.
(B)	write using social and academic vocabulary;	
(C)	apply spelling patterns and spelling rules of English with increasing accuracy;	Word changes are centered around creating user-friendly, direct, specific, and concise language. Grade- level and proficiency- level specificity have been moved to the paragraph, as they apply to all student expectations (SEs) within the writing domain. To create explicit and rigorous SEs the choice was made to change the verbs from ‘spell’ and ‘employ’ to ‘apply.’

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	Standard	Comment
(D)	apply English language grammar and conventions and appropriately edit writing using standard English grammar;	Word changes are centered around creating user-friendly, direct, specific, and concise language. Grade- level and proficiency- level specificity have been moved to the paragraph, as they apply to all student expectations (SEs) within the writing domain. The team combined both (D) and (E) because both addressed English conventions and grammar. To create explicit and rigorous SEs the choice was made to change the verb from ‘employ’ to ‘apply’. There is concern that the specificity of skills listed were targeted to ELAR rather than accessible to all content areas.
(E)	write using sentence variety; and	Word changes are centered around creating user-friendly, direct, specific, and concise language. Grade- level and proficiency- level specificity have been moved to the paragraph, as they apply to all student expectations (SEs) within the writing domain. The language choice ‘sentence variety’ was used to allow access to all content areas.
(F)	narrate, describe, and explain content knowledge through writing.	Word changes are centered around creating user-friendly, direct, specific, and concise language. Grade- level and proficiency- level specificity have been moved to the paragraph, as they apply to all student expectations (SEs) within the writing domain.