

**Figure: 19 TAC §120.20(e)(2)**

**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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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 /Pragmatics	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 the silent period to discourse.

Language Patterns	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	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 correspondence (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 one- to two-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	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED 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, 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	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

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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

**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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	match pre-taught scientific vocabulary with images and concepts when prompted orally	use pictorial models to understand spoken scientific vocabulary, including ordinal words	use cognates, prefixes, suffixes, or roots, and explicitly taught vocabulary, including ordinal words, 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 /Pragmatics	respond to new vocabulary and concepts presented orally during science lessons by gesturing, pointing, 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	use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect to participate in scientific discussions	participate in scientific discussions of familiar science content by using common language structures heard such as sequential, compare/contrast, and cause/effect	participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect

**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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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 /Pragmatics	respond to new vocabulary and concepts heard during social studies lessons by gesturing, pointing, 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 by 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 by 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	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	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 sounds, words, and phrases with increasing accuracy and fluency	produce sounds, words, phrases, and sentences 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 and 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 ask content-relevant questions using concrete and abstract words during formal and informal classroom interactions
Vocabulary	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 and academic language structures encountered in classroom interactions	speak with academic language structures frequently used in content-area discourse

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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 with increasing 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 through gestures and a few isolated words	describe ideas and reasoning orally using isolated words and vocabulary	describe and justify ideas and reasoning orally using high-frequency terms and phrases	describe and justify ideas, reasoning, and arguments orally using sentences	explain and justify ideas, reasoning, and arguments orally using a variety of sentence types
Respond to Information	respond with gestures or mimic simple, modeled responses	repeat orally some key words or details about a topic	answer questions orally about a topic with short response, including some detail	retell or describe information about a topic orally with some key words and details in sentences	articulate key words and details when retelling information about a topic using a variety of sentence types
Respond to Information	respond with gestures	respond appropriately to the comments of others orally using single words	respond orally with newly acquired vocabulary	respond orally with newly acquired vocabulary in sentences	respond orally with newly acquired vocabulary appropriate for grade level using a variety of sentence types
Respond to Information	repeat high-frequency question words orally	ask a question orally using high-frequency words or use gestures	ask questions orally about content-area topics using question words and phrases	ask questions orally about content-area topics using question words in simple sentences	ask simple and complex questions orally about content-area topics



### ELPS Speaking: 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 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 the silent period to discourse.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate	speak using single words consisting of recently practiced, memorized, repeated, or high-frequency literary or informational elements	speak in 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
Respond to Information	respond by repeating or mimicking high-frequency vocabulary	speak using high-frequency vocabulary to describe a literary or informational text	speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text	speak using modeled language structures to describe or respond to a literary or informational text	speak using 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	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate mathematical terms	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	use nonverbal responses or gestures to communicate mathematical terms	speak using isolated mathematical words with some visuals or gestures	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 mathematical ideas and reasoning orally through isolated words and mathematical terms with support	describe and justify mathematical ideas and reasoning orally using high-frequency mathematical terms and phrases	use sentences to orally describe and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs	use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, arguments, and application of multiple representations, including symbols, diagrams, or graphs

### 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	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
Register	With highly scaffolded instruction and linguistic support, the EB student may:  use nonverbal responses or gestures to communicate scientific terms	With highly scaffolded instruction and linguistic support, the EB student can:  speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	With moderately scaffolded instruction and linguistic support, the EB student can:  speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context	With minimally scaffolded instruction and linguistic support, the EB student can:  participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms	With little or no scaffolded instruction and linguistic support, the EB student can:  engage in longer conversations and discussions during formal and informal classroom interactions about scientific processes or investigations using complex sentences with scientific terms
Discourse	communicate scientific ideas through gestures and a few isolated words	repeat brief step-by-step laboratory procedures or directions orally	use phrases to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use sentences to orally explain a scientific investigation sequentially, including some evidence and reasoning for claims	use a variety of sentence types to orally explain a scientific investigation sequentially, including detailed evidence and reasoning for claims
Discourse	communicate scientific observations, processes, ideas, or opinions based on scientific data through gestures or isolated words	use isolated words to orally communicate ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis using phrases to include some ideas or opinions based on scientific data	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to link some ideas or opinions	justify or convey orally a proposed solution or hypothesis based on scientific data using sentences to extend ideas or opinions

**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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> With little or no scaffolded instruction and linguistic support, the EB student can:
Discourse	communicate social studies ideas through gestures and a few isolated words	describe social studies concepts or current or historical events orally using isolated words	describe social studies concepts or current or historical events orally using some detail and phrases	describe social studies concepts or current or historical events orally using sentences	engage in longer discussions about social studies concepts or current or historical events using a variety of sentence types
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	use isolated words to orally communicate ideas or opinions about a decision-making process	use phrases to orally convey a decision-making process, including ideas or opinions	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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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	imitate how others read a book from top to bottom and turn pages from left to right	attempt to read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn pages from left to right independently	read a book top to bottom and turn 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	preview the text using pre-reading strategies such as noticing text features, asking simple questions, or making predictions about the text when prompted	preview the text using pre-reading strategies such as noticing text features, asking questions, or making predictions about the text with increasing independence	preview 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 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	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

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> With little or no scaffolded instruction and linguistic support, the EB student can:
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 some information from the text	respond to questions or retell details about text using some relevant information from the text	respond to questions about or retell a text using relevant information from the text
Fluency	mimic word-by-word during shared or choral reading of 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

### ELPS Reading: 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 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 the silent period to discourse.

Language Patterns	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	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 <i>ai</i> , <i>au</i> , <i>ea</i> , <i>ee</i> , <i>ie</i> , <i>oo</i> , and <i>ou</i> when reading words from text	decode multisyllabic words that include short and long vowels and different vowel teams/phonemes such as <i>ai</i> , <i>au</i> , <i>ea</i> , <i>ee</i> , <i>ie</i> , <i>oo</i> , and <i>ou</i> 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 <i>bl-</i> and <i>cr-</i> when reading text	segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as <i>th</i> , <i>bl-</i> , <i>cr-</i> , <i>st</i> , and <i>-nd</i> when reading text	decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of words such as <i>spl-</i> and <i>-tch</i> 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 of 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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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 <i>sum, equal, (=), greater than, (&gt;), less than, and (&lt;)</i> in mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical structures and symbols read such as <i>sum, equal, (=), greater than, (&gt;), less than, and (&lt;)</i> in mathematical problems	identify keywords or phrases that correspond to mathematical symbols such as <i>sum, equal, (=), greater than, (&gt;), less than, and (&lt;)</i> read in mathematical problems	identify language structures that correspond to mathematical symbols such as <i>sum, equal, (=), greater than, (&gt;), less than, and (&lt;)</i> read in mathematical problems	distinguish between language structures that correspond to mathematical symbols such as <i>sum, equal, (=), greater than, (&gt;), less than, and (&lt;)</i> read in mathematical problems
Comprehension: Monitor and Adjust	identify key information to make connections to construct meaning from word problems	use pictures, manipulatives, or primary language to identify information to solve a problem	identify relevant information, including mathematical symbols, that signals the actions needed to solve a problem	distinguish between relevant information and extraneous information to solve a problem with increasing accuracy	distinguish between relevant information and extraneous information to solve a 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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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 structures that signal sequential, compare/contrast, or cause/effect analysis when reading scientific and engineering text	identify language structures that signal sequential, compare/contrast, or cause/effect analysis to comprehend scientific and engineering text read	identify or distinguish relevant information in science and engineering text that signals problem/solution, compare/contrast, and cause/effect analysis	read science and engineering text and distinguish relevant information in 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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> 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 scaffolded social studies text	use pictures, manipulatives, or primary language to demonstrate an understanding of the language structure used in 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	identify or point to text features such as maps, data charts, and images from historical narratives or informational texts 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 texts 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 texts 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 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	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED 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	write words by sounding out phonemes or letter clusters with increasing accuracy
Phonology	copy or trace information	connect sounds to letters by relying on phonetic patterns	connect sounds to letters, including letter clusters and different syllable patterns, with increasing consistency	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 in either primary language or English	write using a combination of 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 by using high-frequency words, cognates, and content-area vocabulary with increasing accuracy	write sentences using content-area vocabulary with accuracy  write sentences using content-compatible academic terms such as <i>observe</i> , <i>infer</i> , and <i>predict</i>
Grammar	copy words following capitalization and punctuation conventions	write words that use uppercase and lowercase letters, including personal information such as first and last names	write phrases using standard English conventions	write sentences using standard English conventions with increasing accuracy	write a variety of sentence types using standard English conventions with increasing accuracy

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> With little or no scaffolded instruction and linguistic support, the EB student can:
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 and Reading

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 the silent period to discourse.

Language Patterns	PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student may:	BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	ADVANCED With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	copy letters that represent the initial sounds of words	write letters that represent the initial sounds 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
Phonology	copy sight words and consonant vowel consonant (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 <i>ee</i> and <i>oo</i> , ending in <i>-e</i> , 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	copy sentences with appropriate capitalization and punctuation conventions	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	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	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 <i>equal</i> , (=), <i>plus</i> , (+), <i>minus</i> , (-), (&), (.), and (.) in modeled word problems	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), (&), (.), and (.) in dictated word problems	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), (&), (.), and (.) in student generated word problems with increasing accuracy	write common mathematical phrases and symbols such as <i>equal to</i> , <i>divided by</i> , (=), (&), (.), and (.) in student generated word problems with accuracy
Discourse	illustrate or copy text to show an emerging understanding of mathematics content	copy simple word problems using frequently modeled mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language	write simple word problems and explain mathematical thinking and solutions using high-frequency mathematical language with relevant details	write word problems and explain mathematical thinking and solutions 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	PRE-PRODUCTION	BEGINNING	INTERMEDIATE	HIGH INTERMEDIATE	ADVANCED
	With highly scaffolded instruction and linguistic support, the EB student may:	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 <i>procedures</i> and lab safety or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i>	write phrases with academic terms that are frequently used or cognates such as <i>cycle</i> and <i>ciclo</i> or <i>organism</i> and <i>organismo</i>	write sentences from frequently used terms or cognates with support	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.

<b>Language Patterns</b>	<b>PRE-PRODUCTION</b> With highly scaffolded instruction and linguistic support, the EB student may:	<b>BEGINNING</b> With highly scaffolded instruction and linguistic support, the EB student can:	<b>INTERMEDIATE</b> With moderately scaffolded instruction and linguistic support, the EB student can:	<b>HIGH INTERMEDIATE</b> With minimally scaffolded instruction and linguistic support, the EB student can:	<b>ADVANCED</b> With little or no scaffolded instruction and linguistic support, the EB student can:
Vocabulary	identify academic terms that are cognates	copy frequently used academic terms such as <i>timeline, place, or date</i> or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	write phrases with high-frequency academic terms or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	write sentences with high-frequency academic terms or cognates such as <i>community</i> and <i>comunidad</i> or <i>history</i> and <i>historia</i>	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	write sentences using high-frequency social studies language related to cause and effect, chronology, or comparison with relevant details	write sentences using precise social studies language related to cause and effect, chronology, comparison, or perspective with relevant and accurate details