

ELP Standard 1: Social and Instructional Language, Formative Framework



	Example Topics	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6- Reaching
LISTENING	School life	Carry out requests from peers or teachers (e.g., “Hand in your homework.”) with L1 support	Follow instructions from peers or teachers (e.g., “Meet me at my locker after 7th period.”) with L1 support	Follow everyday conversations with teachers or other adults (e.g., guest speakers) with clarification in L1	React to discourse related to school life from indirect sources (e.g., loud speaker, CDs)	Infer subtleties of oral messages or information related to school life	
SPEAKING	Recommendations/ Suggestions	State preferences for types of music, food, games or recreational activities from illustrated examples in a small group	Describe preferences for clothing, TV programs or recreational activities from illustrated examples in a small group	Recommend or suggest songs, Web sites or other interests and give reasons for selection in a small group	Discuss pros and cons based on recommendations or suggestions for plays, films, stories, books, poems or Web site articles in a small group	Critique, evaluate and make recommendations or suggestions for a variety of everyday information sources	
READING	Study skills & strategies	Preview visually supported text to glean basic facts (e.g., titles or bold print)	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)	Scan material from visually supported text to identify details that confirm main ideas	Skim material from visually supported text for meaning of words, phrases or sentences in context	Draw conclusions based on information from text	
WRITING	Information gathering	Copy information from media (e.g., newspapers, Web sites) and check with a partner	List points of information from media (e.g., TV, films, video or DVDs) and share with a partner	Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner	Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner	Integrate information from multiple sources to produce short stories	