

Level 1 Indicator

- Silent up to 6 months
- Up to 500 in ss receptive vocab
- Ss are parroting
- Able to respond to pictures or visuals
- Understand and duplicate gestures
- Show limited control of English when participating in grade-appropriate classroom activities
- Convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary
- Students are beginners and have little or no understanding of or experience with English

Domain: Listening

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Can follow one- step directions - Visual cues and modeling - Respond in non-verbal manner - Observe peers - Difficulty comprehending - Have hard time distinguishing between ship and sheep - Segment speech into syllables - Can connect single words to objects, people, and places 	<ul style="list-style-type: none"> - Buddy - Wait time - Hands on activities - Use gestures and facial expressions - Focus on listening - Comprehension activities, Language exposure (posters) - TPR - Repetition - Pre-teach names 	<ul style="list-style-type: none"> - Four corners - Songs - Simon Says - Listen and Sketch - Teach discourse markers like first, Moreover - Stand when you hear... (plural s, your, down)

Level 1 Reading

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Can match symbols in drawings or pictures, labeled objects, words and pictures - Recognize sound/letter relationships - Read text word-by-word - Use dictionaries - Rely on visual support to comprehend a limited range of simple vocabulary including: very frequently occurring words and phrases (frequently occurring pronouns) 	<ul style="list-style-type: none"> - Record the text and allow students to follow along with the text - Pre-highlight text - Point to cognates - Use outlines and graphic organizers - Use hands-on activities to reinforce comprehension - Allow time to process - Chunk text - Provide study and reading guides - Read assignment and test questions aloud to students 	<ul style="list-style-type: none"> - Cognates - Cloze, fill in the blank - Direct Reading and Thinking activity (DRTA) - Word Sort - Value Line up (ie: Words in a sentence, timeline)

Language Proficiency Descriptors,
Accommodations, and Strategies for ELs

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Level 1 Speaking

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Can repeat individual words, identify people or classroom objects - Express simple information about an event, experience, and/or topic - Speak in short sentences composed of simple or predictable phrases or sentences - Use limited (i.e., initial) cohesion among sentence structures - Revert to L1 - Respond to yes/no questions nonverbal communication 	<ul style="list-style-type: none"> - Repeat - Use simple and high frequency words - Record reading - Provide response choices and sentence frames - Model - Use posters, labels - Encourage to repeat and paraphrase - Respond physically 	<ul style="list-style-type: none"> - Realia and TPR - Find someone who... - Two-Way Tasks - Something in Common - Observation charts - Readers' Theater - Teach cognates - Teach intonation - Arrange pictures in a sequence - Numbered Heads Together - Wood Freeze (Hot Potato)

Level 1 Writing

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Can draw and label pictures - Can produce vocabulary cards - Can produce high-frequency words - Write 1-2 word responses - No conventions - Label and Copy - Make lists - Use sketching to express ideas - Write in simple sentences including: verb tenses such as present, present progressive, simple future (going to), simple past modifiers such as adjectives, adverbs simple grammatical constructions (e.g. commands, some wh questions, declaratives) common social and instructional patterns or form 	<ul style="list-style-type: none"> - Focus on small number of writing skills - Model writing and provide samples - Allow graphic organizers for pre-writing - Allow time for peer editing and guided revising - Five students writing format - Allow copying, labeling, or listing - Allow native language or drawing to express understanding - Explicitly teach mechanics and conventions 	<ul style="list-style-type: none"> - Journals - Listen and Sketch - Venn Diagram - Word Bank and Cloze - Procedure - Add to the Walls - Observation Chart - Give One-Get One