

Level 3 Indicator

- 1-3 years
 - 3000 words
 - Communicate with simple phrases or sentences
 - Short conversations
 - Understand easy stories with pictures
 - Do content work with teacher support
 - Ask clarifying questions
 - Show developing control of English when participating in grade- appropriate classroom activities
 - Use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary
- Students can understand and produce language to meet communication needs, but will have difficulty with specialized vocabulary

Domain: Listening

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Multi-step directions - Process unfamiliar topics with supports - Identify/compare/contrast academic info - Can act out a response - Can complete drawings - Distinguish order of events and role-play 	<ul style="list-style-type: none"> - Provide word banks - Reread text - Use visuals - Use bilingual and L1 translations - Provide background knowledge that may include intro of key vocabulary, grammar, discourse structures 	<ul style="list-style-type: none"> - Cloze exercises: Listen to short story, song or text with missing details or vocabulary - Numbered Heads - Tangoes (math)

Level 3 Reading

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Decode and read Grade level text with support - Comprehend figurative language - Higher level comprehension a developing vocabulary such as specific content-area terms, cognates, and expressions an emerging awareness of how to create new words from familiar words (i.e., electricity from electric), and multiple-meaning words - Can answer factual questions about text readings 	<ul style="list-style-type: none"> - Encourage students to highlight text and use graphic organizers - Scaffold text for long passages - Use a variety of text types from newspapers, internet, etc. 	<ul style="list-style-type: none"> - Memory - Bank - Process Grid - CCD - GIST - Dictogloss - Inside-Outside Circle - Readers' Theater

Language Proficiency Descriptors Accommodations, and Strategies for ELs

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Level 3 Speaking

Level 3 Writing

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Can retell info, compare object and describe related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) - Can use an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions 	<ul style="list-style-type: none"> - Use all tenses - Ask to explain in more complex sentences - Provide academic sentence starters like "It occurred to me", "I concur." - Require to retell stories in detail 	<ul style="list-style-type: none"> - Create metaphors - Summarize the gist - Note-taking - Dictogloss - Class survey - Interview - Process Grid - Paraphrase - Passport - Who/What - Where Am I?

Descriptors	Accommodations	Strategies
<ul style="list-style-type: none"> - Can do shared and independent writing - Produce some support details - Create cohesive writing but without complex sentences or transitions - Write for different audiences and purposes - Write descriptive sentences characterized by frequently occurring complex sentence structures including: verb tenses such as present perfect modifiers such as subordinating conjunctions, and prepositional phrases - Can reflect on topics in short paragraphs 	<ul style="list-style-type: none"> - Need support when topics are abstract or unfamiliar - Focus on complex sentences - Allow extensive time to write - Focus on full responses to texts with depth - Use a variety of writing samples to show how piece is developed - Develop mini-lessons that focus on transitions and prepositions 	<ul style="list-style-type: none"> - Found Poetry - Interactive Journal - Think-Write-Pair-Square-Share - Put Yourself into the Picture - Here is the Answer; What is the Question?