

SNAP SHOT: PROGRESSION OF LANGUAGE ACQUISITION

	ELPA 1--Beginning	ELPA 2--Early Intermediate	ELPA 3--Intermediate	ELPA 4--Early Advanced	ELPA 5--Advanced
<p>General Description of level of Language Acquisition</p>	<p>Minimal comprehension of general meaning</p> <p>Gain familiarity with the sounds, rhythms and patterns of English</p> <p>Early: no verbal responses Late: one-two word responses (<i>bear, brown bear</i>)</p> <p>Many basic errors in speech</p>	<p>Increasing comprehension of general meaning and some specific meaning</p> <p>Use routine expressions independently. Respond using phrases and simple sentences, which include a subject & predicate. (<i>The bear is brown. He is eating.</i>)</p> <p>Some basic errors in speech</p>	<p>Good comprehension of general meaning and increasing comprehension of specific meaning</p> <p>Respond and experiment with sentences using more detail and newly acquired vocab (<i>The brown bear lived with his family in the forest.</i>)</p> <p>Some errors in speech</p>	<p>Consistent comprehension of general meaning and good understanding of implied meaning</p> <p>Sustain conversation and respond with detail in varied sentences using extensive vocab (<i>How can black bears survive in the forest if they can't find food there?</i>)</p> <p>Standard grammar with few random errors</p>	<p>Comprehension of general and implied meaning, including idiomatic and figurative language</p> <p>Initiate and negotiate using complex sentence structures and vocab (<i>Black bears prefer to scavenge for food, whereas grizzlies hunt for small animals.</i>)</p> <p>Conventions for formal and informal use</p>
<p>Progression by Domain</p>	<p>Physically/Nonverbally: Listen, point to, circle, nod, gesture, act out, show, manipulate objects/pictures (match, choose, categorize), respond to commands (<i>Point to the cat, Circle the letter M, Kick the ball</i>)</p> <p>Oral Language: Repeat, tell, say list, identify (people, objects, places), answer (yes/no, who, what where)</p> <p>Read (later stage): Use sound/symbol relationships in known words and read high frequency words</p> <p>Write: Draw, circle, label, match, construct simple sentences using frames and words banks</p>	<p>Oral Language: Recite familiar songs, poems, ask/answer simple questions, role-play, retell, make statements about immediate world (<i>I am a girl, He has a ball.</i>)</p> <p>Read: HFV, contextualized vocab and language structures in text which is familiar, patterned, predictable and/or language experience</p> <p>Read decodable text with letter/sound patterns that have been explicitly taught</p> <p>Write: From own experience using frames or simple vignettes and word banks; compound sentences with support</p>	<p>Oral Language: Formulate and answer questions, retell, identify main points of story, explain, predict, describe, compare/contrast</p> <p>Read: Most HFV, contextualized vocab and language structures in extended text</p> <p>Compose: Using scaffolds such as samples, content word banks, webs and lists of helpful phrases, frames and formats</p> <p>Write: Using compound sentences joining two independent clauses (<i>He studied hard and he got a good grade</i>); complex sentences with support</p>	<p>Oral Language: Present, report, identify main idea, supporting details and concepts, solicit information, hypothesize, infer word meaning from context and affixes (<i>He was flipping through the pages of the book trying to find the picture he wanted to show me.</i>)</p> <p>Read: Most grade-level text with instructional support (vocab & sentence/text structure)</p> <p>Compose: With the support of explicit teaching, samples, and scaffolds such as paragraph and essay formats, vocab webs. May be a bit stilted</p> <p>Write: Using complex sentences with at least one dependent clause with support</p>	<p>Oral Language: Debate and support point of view, persuade, justify. Understand and use native-like speech e.g. abstract and figurative language, idioms, jokes, embedded and tag questions (<i>I wonder what Time it is. You don't know What time it is, do you?</i>)</p> <p>Read: Grade-level text with instructional support (vocab & sentence/text structure)</p> <p>Compose: With the support of explicit teaching, samples, and scaffolds using nearly native-like discourse</p> <p>Write: Using complex sentences with at least one dependent clause (both with and without support)</p>