Figure: 19 TAC §120.21(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.

Grades 4–12 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	1 PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student can:	2 BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	3 INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	4 HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	5 ADVANCED 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 concepts, images, and print	use pictorial models, cognates, or Greek and Latin prefixes, suffixes, or roots to understand spoken content-area vocabulary	use explicitly taught content-area vocabulary, cognates, or Greek and Latin prefixes, suffixes, or roots 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 by identifying key details, deadlines, requirements, or expectations in familiar and unfamiliar contexts with increasing accuracy	follow or restate multi-step oral directions by identifying key details, deadlines, requirements, or expectations in unfamiliar contexts with accuracy
Language Structures	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 listening 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

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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	repeat letter-sound associations, vowel sounds and consonant sounds, including consonant clusters, when heard	segment and blend multisyllabic words that include short and long vowels when heard	identify and differentiate between short vowel sounds, 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 multi-syllabic spoken words
Comprehension	use non-verbal responses to engage with aural information or text read aloud	use 1- to 2-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	paraphrase 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 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, cognates, or Greek and Latin roots to comprehend mathematical information, processes, and concepts presented orally	demonstrate comprehension of familiar mathematical concepts presented orally by incorporating key vocabulary in responses with increasing accuracy	demonstrate comprehension of familiar and unfamiliar mathematical concepts presented orally by incorporating key vocabulary 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 comprehend common language structures such as compare/contrast (less than, greater than, equal to); descriptions; (attributes); sequence (order of operations); and operations (plus and minus) presented orally	respond to questions with or repeat common mathematical language structures modeled orally in the classroom to compare or describe objects, attributes, and operations and represent mathematical ideas	participate in and summarize mathematical discussions using familiar language structures heard such as comparative, descriptive, sequential, and operational structures	participate in mathematical discussions using unfamiliar language and familiar language structures such as comparative, descriptive, sequential, and operational structures modeled orally in the classroom
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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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, cognates, or Greek and Latin prefixes, suffixes, and roots to understand spoken scientific vocabulary, including ordinal words	use cognates, Greek and Latin 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	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 structures	use key words presented orally that signal common language structures such as sequential, compare/contrast, and cause/effect structures 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 structures	participate in scientific discussions of familiar and unfamiliar science content by using language structures heard such as sequential, compare/contrast, and cause/effect structures

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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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	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 using common language structures heard such as chronological order, compare/contrast, cause/effect, fact/opinion, and prepositions of place	participate in discussions of familiar and unfamiliar social studies content using language structures heard such as 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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	repeat academic vocabulary	name familiar objects used in everyday routines and activities	speak using high-frequency and general content-specific words and phrases, including vocabulary terms and cognates	speak using terms and collocations that can have multiple meanings across general academic content areas	speak using academic language and collocations with occasional re-phrasing to express intended meaning
Vocabulary	repeat high-frequency question words	speak in single word and short phrases of practiced or memorized words for basic communication during formal and informal classroom interactions	speak in phrases using some high-frequency vocabulary, including key words and expressions needed for basic communication during formal and informal classroom interactions	speak in sentences using some high-frequency vocabulary, including key words and expressions needed for 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 and Greek and Latin prefixes, suffixes, and roots	speak in simple phrases using high-frequency content-area words with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak in simple sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots	speak in increasingly complex sentences using content-area vocabulary with support from cognates and Greek and Latin prefixes, suffixes, and roots
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
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 to increase 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

Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Discourse	communicate ideas, feelings, or opinions through gestures or visuals	communicate ideas, feelings, or opinions orally using single words consisting of recently practiced, memorized, repeated, or highly familiar vocabulary	convey ideas, feelings, or opinions orally 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	express an opinion with evidence orally using phrases with language support	express an opinion with evidence orally using sentences	speak using complex sentences to evaluate or analyze ideas, reasoning, and arguments
Respond to Information	respond with gestures or mimic simple modeled responses	repeat orally some key word or details about an academic topic	answer questions orally about an academic topic with short response, including some detail	retell or describe information about an academic topic orally with some key words and details in sentences	describe an academic topic orally with elaboration using abstract vocabulary and in 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	use question words in simple sentences orally when asking a question about a content-area topic	use question words in simple sentences orally when asking a question about a content-area topic	ask simple and complex questions orally about content- area topics

ELPS Speaking: English Language Arts

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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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-area 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
Response to Information	respond by repeating or mimicking high-frequency vocabulary	speak using high-frequency vocabulary to describe or respond to a literary or informational text with language support	speak using high-frequency vocabulary and routinely modeled language structures to describe or respond to a literary or informational text with language support	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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 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 in short phrases using mathematical language to describe a mathematical process sequentially	speak in sentences using mathematical language to describe a mathematical process sequentially	speak using a variety of sentence types using mathematical language to describe a mathematical process sequentially
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 often to describe and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, and graphs	use sentences and precise mathematical language to explain and justify mathematical ideas, reasoning, and arguments and application of multiple representations, including symbols, diagrams, and 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Register	use nonverbal responses or gestures to communicate scientific terms	speak using single words or short phrases consisting of recently practiced, memorized, repeated, or high-frequency science vocabulary	speak using high-frequency, concrete vocabulary, including key words, expressions, and phrases needed for basic communication in scientific context	participate in conversations during formal and informal classroom interactions about scientific processes or investigations using sentences and scientific terms	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	use phrases to orally justify or convey a proposed solution or hypothesis, including 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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 with language support	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.

Grades 4–12 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	1 PRE-PRODUCTION With highly scaffolded instruction and linguistic support, the EB student can:	2 BEGINNING With highly scaffolded instruction and linguistic support, the EB student can:	3 INTERMEDIATE With moderately scaffolded instruction and linguistic support, the EB student can:	4 HIGH INTERMEDIATE With minimally scaffolded instruction and linguistic support, the EB student can:	5 ADVANCED 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; cognates or Greek and Latin prefixes, suffices, affixes, or roots to understand content-area vocabulary found in text	use explicitly taught content-area vocabulary; cognates, Greek and Latin prefixes, suffixes, or roots 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 others reading a book from top to bottom and turning 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, including asking simple questions and making predictions about the text with a combination of primary language and English when prompted	preview the text using pre-reading strategies, including asking simple questions and making predictions about the text when prompted	preview the text using pre-reading strategies, including asking questions and making predictions about the text with increasing independence	preview the text using pre-reading strategies, including asking questions and 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
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 retell content-area texts using some information from the text	respond to questions or paraphrase content-area texts using some relevant information from the text	respond to questions or summarize content-area texts using relevant information from the text

Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
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	reads in three- or four-word phrase groups up to simple sentences when reading familiar grade-level content area text	reads in larger, meaningful phrase groups or sentences when reading familiar grade-level content-area text with expressive interpretation

ELPS Reading: English Language Arts

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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology: Vowels	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 the different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading words from text	decode multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* when reading text	read multisyllabic words that include short and long vowels and the different vowel teams/phonemes such as *ai*, *au*, *ea*, *ee*, *ie*, *oo*, and *ou* with accuracy when reading text
Phonology: Consonant Clusters	repeat words and distinguish between single consonants and consonant clusters 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 *th-*, *bl-*, and *cr-* when reading words in text	segment and blend multisyllabic words with two-letter consonant clusters or digraphs at the beginning or end of words such as *th*, *bl-*, *cr-*, *st*, and *-nd* when reading words in text	decode multisyllabic words that include two- and three-letter consonant clusters or digraphs at the beginning or end of a word such *spl-* and *-tch* when reading text	read multisyllabic words that include two- and three- letter consonant clusters or digraphs at the beginning or end of a word such *spl-* and *-tch* with accuracy when reading text
Language Structures: Semantics/ Pragmatics	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found in shared or familiar text	use pictures, manipulatives, or primary language to demonstrate an understanding of descriptive language found 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, idiomatic expressions, or colloquialisms 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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 in mathematical problems	use pictures, manipulatives, or primary language to demonstrate an understanding of mathematical language structures read in simple mathematical problems	identify keywords or phrases that correspond to mathematical processes read in mathematical problems	identify language structures that correspond to mathematical processes and relationships read in mathematical problems	distinguish between language structures that correspond to mathematical processes and relationships 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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	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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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 social studies language structures and symbols	use pictures, manipulatives, or primary language to demonstrate an understanding of social studies language structures, symbols, and scaffolded text	read social studies text and identify keywords or phrases that signal chronological order, location, and cause/effect	read, identify, or distinguish relevant information from social studies text that signals chronological order, location, and cause/effect	read the text and distinguish relevant information from social studies text that signals chronological order, location, and cause/effect
Comprehension: Monitor and Adjust	demonstrate the use of inferential skills such as making a connection to construct meaning using 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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Encoding	draw pictures and copy words to connect oral language to print	copy 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	encode words while writing and sounding out phonemes or letter clusters	write unfamiliar words applying syllable patterns
Phonology	copy or trace information	connect sounds to letters by relying on phonetic patterns	connect sounds to letters with increasing consistency, including letter clusters and different syllable patterns	spell content-area words with increasing accuracy	spell content-area words 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 using content-area vocabulary, including cognates, with increasing accuracy	write sentences using content-area vocabulary with accuracy write sentences using content-compatible academic terms such as *estimate*, *value*, and *speculate*
Language structures/ Syntax	draw pictures, label, list, and copy words	write using simple phrases or patterns that may convey ideas or information	write phrases that convey ideas or information	write sentences using transition words that convey ideas or information with increasing accuracy write questions using the words *who*, *what*, *when*, *where*, *why*, or *how* with increasing accuracy	write sentences using transition words that convey ideas or information with accuracy write questions using the words *who*, *what*, *when*, *where*, *why*, or *how* accurately

Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
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
Discourse	copy English print to show understanding of academic content	write using a combination of primary language, illustrations, and English text to narrate, describe, explain, or justify	write using frequently modeled content-area language to narrate, describe, explain, or justify understanding of ideas	write using language common to content-area to narrate, describe, explain, or justify	write using precise content-area language to narrate, describe, explain, or justify
Discourse	copy English print to show descriptive language	write descriptive words to add details and evidence to written texts or pictures	write an idea with specific and relevant details and evidence using descriptive phrases	write to explain an idea with specific and relevant details and evidence using simple sentences with increasing accuracy	write to explain an idea with specific and relevant details and evidence using a variety of sentence types write using descriptive, literal, or figurative language to compose text

ELPS Writing: English Language Arts

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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** With little or no scaffolded instruction and linguistic support, the EB student can:
Phonology	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 may be written phonologically)	write multisyllabic words in a variety of sentences by sounding out the letters of the words with increasing accuracy
Spelling	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 *ee* and *oo*, ending in *-e*, and compound words with increasing accuracy	spell multisyllabic words following patterns and rules with increasing accuracy
Language Structures/ Syntax	copy sentences with appropriate structure	write words in a phrase	write simple phrases using high-frequency words	write text using simple sentences and transition words to combine phrases and sentences with increasing accuracy	write text using a variety of sentence lengths and types of transition words to combine phrases, clauses, and sentences 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 or present progressive tense verbs with subject-verb agreement	write sentences using past, present, perfect, or progressive tense verbs with subject-verb agreement with increasing accuracy	write sentences using past, present, perfect, progressive, 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.

Grades 4–12 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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 *equal*, (=), *plus*, (+), *minus*, (-), *greater than*, (>), (&), (.), and (,) in modeled word problems and their meaning	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), *greater than*, (>), (&), (.), and (,) in dictated word problems	write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), *greater than*, (>), (&), (.), and (,) in student generated word problems with increasing accuracy write common science and engineering abbreviations such as units of measurement and formulas with increasing accuracy	Write common mathematical phrases and symbols such as *equal to*, *divided by*, (=), *greater than*, (>), (&), (.), and (,) in student generated word problems with accuracy write common science and engineering abbreviations such as units of measurement and formulas 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 or justify mathematical thinking and solutions using high-frequency mathematical language with relevant details	write word problems and explain or justify 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.

Grades 4–12 Proficiency Level Descriptors:

Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.

Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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 *procedures*, *lab safety*, or cognates such as *cycle* and *ciclo* or *organism* and *organismo*	write using high frequency science and engineering terms and simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	write using science and engineering terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy write common science and engineering abbreviations such as units of measurement and formulas with increasing accuracy	write using science and engineering terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy write common science and engineering abbreviations such as units of measurement and formulas with accuracy
Discourse	illustrate or copy text to show understanding of science and engineering content	copy information using frequently modeled science and engineering language	record and explain information using high-frequency scientific and engineering language with evidence	record, explain, and justify information using general scientific and engineering language with relevant evidence	record, explain, and justify information using precise science and engineering language with relevant and accurate evidence

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.

	Grades 4–12 Proficiency Level Descriptors: Proficiency level descriptors describe the continuum of language acquisition as a student moves from the silent period to discourse.				
Language Patterns	**1 PRE-PRODUCTION** With highly scaffolded instruction and linguistic support, the EB student can:	**2 BEGINNING** With highly scaffolded instruction and linguistic support, the EB student can:	**3 INTERMEDIATE** With moderately scaffolded instruction and linguistic support, the EB student can:	**4 HIGH INTERMEDIATE** With minimally scaffolded instruction and linguistic support, the EB student can:	**5 ADVANCED** 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 timeline, place, or date or cognates such as *community* and *comunidad* or *history* and *historia*	write using high-frequency social studies terms or simple phrases with support from cognates and Greek and Latin prefixes, suffixes, and roots	write using social studies terms in simple sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with increasing accuracy	write using social studies terms in sentences with support from cognates and Greek and Latin prefixes, suffixes, and roots with accuracy
Discourse	illustrate or copy text to show understanding of social studies content	copy high-frequency social studies language	write phrases to describe and explain information using high-frequency social studies language	write sentences to explain and justify information using high-frequency social studies language with relevant details	write sentences to explain and justify information using precise social studies language with relevant and accurate details