

Santa Rosa District Schools English Language Learner Plan

Student Name _____ Grade Level _____ School Year _____ School _____
Student Number _____ Date of ELL Plan _____ HLS Date _____ DEUSS _____
Classification Date _____ Entry Date _____ Other language used in the home _____
Student's first language _____ Language most frequently spoken by student _____
Predominant language spoken in the home by the parents/guardians _____ Is an interpreter needed? Yes No

Most Recent English Language Proficiency Data: Date _____ Test _____ Tier (WIDA ACCESS 1-12 only) _____
Listening _____ Speaking _____ Reading _____ Writing _____ Overall Composite Score _____ FSA ELA _____

ELL Instructional Model: C: Mainstream/Inclusion – Core/Basic Subject Areas I: Mainstream/Inclusion – English Language Arts

Student will receive instruction with ESOL strategies, modifications, and accommodations using this ELL Plan, the Santa Rosa County ESOL Strategies Checklist, and the Go To Strategies Matrix, according to the student's level of English Language Proficiency.

Go To Strategies Matrix attached Schedule with Teacher Names attached Schedule with 130 attached

All ELLs have Equal Access to Programs and Services: Guidance, Academic Intervention, Dropout Prevention, ESE, Other

Does student have an IEP or 504 for any of the following? Gifted/Talented Program Speech/Language Other ESE 504

Assignment and Assessment Accommodations for all state, district, and/or classroom assessments:

Flexible Setting Flexible Scheduling (Additional time and/or several brief periods to complete test session.)
 Approved Dictionary and/or Glossary (Not allowed on English Language Proficiency Assessments.)

ESOL Resource Teacher Signature _____ Parent/Guardian Signature _____
Date _____ Date _____

The marked boxes indicate what the student can do at his/her current level of English proficiency with visual, graphic, or interactive support through Level 4.

Current Proficiency Level: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

	ELP Level 1 (1.0 – 1.9) Entering	ELP Level 2 (2.0 – 2.9) Beginning	ELP Level 3 (3.0 – 3.9) Developing	ELP Level 4 (4.0 – 4.9) Expanding	ELP Level 5 (5.0 – 5.9) Bridging
Listening	<input type="checkbox"/> Match oral language to classroom and everyday objects <input type="checkbox"/> Point to stated pictures in context <input type="checkbox"/> Respond non-verbally to oral commands or statements (e.g., through physical movement) <input type="checkbox"/> Find familiar people and places named orally.	<input type="checkbox"/> Sort pictures or objects according to oral instructions <input type="checkbox"/> Match pictures, objects or movements to oral descriptions <input type="checkbox"/> Follow one-step oral directions <input type="checkbox"/> Identify simple patterns described orally <input type="checkbox"/> Respond with gestures to songs, chants, or stories modeled by teachers	<input type="checkbox"/> Follow two-step oral directions, one step at a time <input type="checkbox"/> Draw pictures in response to oral instructions <input type="checkbox"/> Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down) <input type="checkbox"/> Act out songs and stories using gestures	<input type="checkbox"/> Find pictures that match oral descriptions <input type="checkbox"/> Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”) <input type="checkbox"/> Distinguish between what happens first and next in oral activities or readings <input type="checkbox"/> Role play in response to stories read aloud	<input type="checkbox"/> Order pictures of events according to sequential language. <input type="checkbox"/> Arrange objects or pictures according to descriptive oral discourse <input type="checkbox"/> Identify pictures/realia associated with grade-level academic concepts from oral descriptions <input type="checkbox"/> Make patterns from real objects or pictures based on detailed oral descriptions
Speaking	<input type="checkbox"/> Identify people or objects in illustrated short stories <input type="checkbox"/> Repeat words, simple phrases <input type="checkbox"/> Answer yes/no questions about personal information <input type="checkbox"/> Name classroom and everyday objects	<input type="checkbox"/> Restate some facts from illustrated short stories <input type="checkbox"/> Describe pictures, classroom objects or familiar people using simple phrases <input type="checkbox"/> Answer questions with one or two words (e.g., “Where is Sonia?”) <input type="checkbox"/> Complete phrases in rhymes, songs, and chants	<input type="checkbox"/> Retell short narrative stories through pictures <input type="checkbox"/> Repeat sentences from rhymes and patterned stories <input type="checkbox"/> Make predictions (e.g., “What will happen next?”) <input type="checkbox"/> Answer explicit questions from stories read aloud (e.g., who, what, or where)	<input type="checkbox"/> Retell narrative stories through pictures with emerging detail <input type="checkbox"/> Sing repetitive songs and chants independently <input type="checkbox"/> Compare attributes of read objects (e.g., size, shape, color) <input type="checkbox"/> Indicate spatial relations of real-life objects using phrases or short sentences	<input type="checkbox"/> Tell original stories with emerging detail <input type="checkbox"/> Explain situations (e.g., involving feelings) <input type="checkbox"/> Offer personal opinions <input type="checkbox"/> Express likes, dislikes, or preferences with reasons
Reading	<input type="checkbox"/> Match icons and symbols to corresponding pictures <input type="checkbox"/> Identify name in print <input type="checkbox"/> Find matching words or pictures <input type="checkbox"/> Find labeled real-life classroom objects	<input type="checkbox"/> Match examples of the same form of print <input type="checkbox"/> Distinguish between same and different forms of print (e.g., single letters and symbols) <input type="checkbox"/> Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) <input type="checkbox"/> Match labeled pictures to those in illustrated scenes	<input type="checkbox"/> Use pictures to identify words <input type="checkbox"/> Classify visuals according to labels or icons (e.g., animals v. plants) <input type="checkbox"/> Demonstrate concepts of print (e.g., title, author, illustrator) <input type="checkbox"/> Sort labeled pictures by attribute (e.g., number, initial sound)	<input type="checkbox"/> Identify some high-frequency words in context <input type="checkbox"/> Order a series of labeled pictures described orally to tell stories <input type="checkbox"/> Match pictures to phrases/short sentences <input type="checkbox"/> Classify labeled pictures by two attributes (e.g., size and color)	<input type="checkbox"/> Find school-related vocabulary items <input type="checkbox"/> Differentiate between letters, words, and sentences <input type="checkbox"/> String words together to make short sentences <input type="checkbox"/> Indicate features of words, phrases, or sentences that are the same and different
Writing	<input type="checkbox"/> Draw pictures and scribble <input type="checkbox"/> Circle or underline pictures, symbols, and numbers <input type="checkbox"/> Trace figures and letters <input type="checkbox"/> Make symbols, figures or letters from models and realia (e.g., straws, clay)	<input type="checkbox"/> Connect oral language to print <input type="checkbox"/> Reproduce letters, symbols, and numbers from models in context <input type="checkbox"/> Copy icons of familiar environmental print <input type="checkbox"/> Draw objects from models and label with letters	<input type="checkbox"/> Communicate using letters, symbols and numbers in context <input type="checkbox"/> Make illustrated “notes” and cards with distinct letter combinations <input type="checkbox"/> Make connections between speech and writing <input type="checkbox"/> Reproduce familiar words from labeled models or illustrations	<input type="checkbox"/> Produce symbols and strings of letters associated with pictures <input type="checkbox"/> Draw pictures and use words to tell a story <input type="checkbox"/> Label familiar people and objects from models <input type="checkbox"/> Produce familiar words/phrases from environmental print and illustrated text	<input type="checkbox"/> Create content-based representations through pictures and words <input type="checkbox"/> Make “story books” with drawings and words <input type="checkbox"/> Produce words/phrases independently <input type="checkbox"/> Relate everyday experiences using phrases/short sentences

End of the Year Proficiency Level Goal: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

The marked boxes indicate what the student can do at his/her current level of English proficiency with visual, graphic, or interactive support through Level 4.

Current Proficiency Level: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

	ELP Level 1 (1.0 – 1.9) Entering	ELP Level 2 (2.0 – 2.9) Beginning	ELP Level 3 (3.0 – 3.9) Developing	ELP Level 4 (4.0 – 4.9) Expanding	ELP Level 5 (5.0 – 5.9) Bridging
Listening	<ul style="list-style-type: none"> <input type="checkbox"/> Follow modeled, one-step oral directions <input type="checkbox"/> Identify pictures of everyday objects as stated orally <input type="checkbox"/> Point to real-life objects reflective of content-related vocabulary or oral statements <input type="checkbox"/> Mimic gestures or movement associated with statements. (e.g., “This is my left hand.”) 	<ul style="list-style-type: none"> <input type="checkbox"/> Match oral reading of stories to illustrations <input type="checkbox"/> Carry out two- to three-step oral commands. (e.g., “Take out your science book. Now turn to page 25.”) <input type="checkbox"/> Sequence a series of oral statements using real objects or pictures <input type="checkbox"/> Locate objects described orally 	<ul style="list-style-type: none"> <input type="checkbox"/> Follow modeled multi-step oral directions <input type="checkbox"/> Sequence pictures of stories read aloud <input type="checkbox"/> Match people with jobs or objects with functions based on oral descriptions <input type="checkbox"/> Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare/contrast objects according to physical attributes based on oral information. <input type="checkbox"/> Find details in illustrated, narrative, or expository text read aloud <input type="checkbox"/> Identify illustrated activities from oral descriptions <input type="checkbox"/> Locate objects, figures, places based on visuals & detailed oral descriptions 	<ul style="list-style-type: none"> <input type="checkbox"/> Use context clues to gain meaning from grade-level text read orally <input type="checkbox"/> Apply ideas from oral discussions to new situations <input type="checkbox"/> Interpret information from oral reading of narrative or expository text <input type="checkbox"/> Identify ideas/concepts expressed with grade-level content-specific language
Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> Repeat simple words, phrases, & memorized chunks of language <input type="checkbox"/> Respond to visually supported questions of academic content with one word or phrase <input type="checkbox"/> Identify & name everyday objects <input type="checkbox"/> Participate in whole group chants & songs 	<ul style="list-style-type: none"> <input type="checkbox"/> Use first language to fill gaps in oral English (code switch) <input type="checkbox"/> Repeat facts or statements <input type="checkbox"/> Describe what people do from action pictures (e.g., jobs of community workers) <input type="checkbox"/> Compare real-life objects (e.g., “smaller”, “biggest”) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions of a social nature <input type="checkbox"/> Express feelings (e.g., “I’m happy because.....”) <input type="checkbox"/> Retell simple stories from picture cues <input type="checkbox"/> Sort & explain grouping of objects (e.g., sink v. float) <input type="checkbox"/> Make predictions or hypotheses <input type="checkbox"/> Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions for social & academic purposes <input type="checkbox"/> Participate in class discussions on familiar social & academic topics <input type="checkbox"/> Retell stories with details <input type="checkbox"/> Sequence stories with transitions 	<ul style="list-style-type: none"> <input type="checkbox"/> Use academic vocabulary in class discussions <input type="checkbox"/> Express & support ideas with examples <input type="checkbox"/> Give oral presentations on content-based topics approaching grade level <input type="checkbox"/> Initiate conversation with peers & teachers
Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Identify symbols, icons & environmental print <input type="checkbox"/> Connect print to visuals <input type="checkbox"/> Match real-life familiar objects to labels <input type="checkbox"/> Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> <input type="checkbox"/> Search for pictures associated with word patterns <input type="checkbox"/> Identify & interpret pre-taught labeled diagrams <input type="checkbox"/> Match voice to print by pointing to icons, letters, or illustrated words <input type="checkbox"/> Sort words into word families 	<ul style="list-style-type: none"> <input type="checkbox"/> Make text-to-self connections to form sentences <input type="checkbox"/> Select titles to match a series of pictures <input type="checkbox"/> Sort illustrated content words into categories <input type="checkbox"/> Match phrases & sentences to pictures 	<ul style="list-style-type: none"> <input type="checkbox"/> Put words in order to form sentences <input type="checkbox"/> Identify basic elements of fictional stories (e.g., title, setting, characters) <input type="checkbox"/> Read & follow multi-step directions <input type="checkbox"/> Distinguish between general & specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> <input type="checkbox"/> Begin using features of non-fiction text to aid comprehension <input type="checkbox"/> Use learning strategies (e.g., context clues) <input type="checkbox"/> Identify main idea <input type="checkbox"/> Match figurative language to illustrations (e.g. “as big as a house”)
Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Copy written language <input type="checkbox"/> Use first language to help form words in English <input type="checkbox"/> Communicate through drawings <input type="checkbox"/> Label familiar objects or pictures 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide information using graphic organizers <input type="checkbox"/> Generate lists of words/phrases from banks or walls <input type="checkbox"/> Complete modeled sentence starters (e.g., “I like _____.”) <input type="checkbox"/> Describe people, places or objects from illustrated examples & models 	<ul style="list-style-type: none"> <input type="checkbox"/> Engage in prewriting strategies <input type="checkbox"/> Form simple sentences using word/phrase banks <input type="checkbox"/> Participate in interactive journal writing using visuals or graphics <input type="checkbox"/> Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> <input type="checkbox"/> Produce original sentences <input type="checkbox"/> Create messages for social purposes (e.g., get well cards) <input type="checkbox"/> Compose journal entries about personal experiences <input type="checkbox"/> Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Create a related series of sentences in response to prompts <input type="checkbox"/> Produce content-related sentences <input type="checkbox"/> Compose stories <input type="checkbox"/> Explain processes or procedures using connected sentences

End of the Year Proficiency Level Goal: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

The marked boxes indicate what the student can do at his/her current level of English proficiency with visual, graphic, or interactive support through Level 4.

Current Proficiency Level: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

	ELP Level 1 (1.0 – 1.9) Entering	ELP Level 2 (2.0 – 2.9) Beginning	ELP Level 3 (3.0 – 3.9) Developing	ELP Level 4 (4.0 – 4.9) Expanding	ELP Level 5 (5.0 – 5.9) Bridging
Listening	<input type="checkbox"/> Point to stated pictures, words, or phrases <input type="checkbox"/> Follow one-step oral directions (e.g., physically or through drawings) <input type="checkbox"/> Identify objects, figures, and people from oral statements or questions (e.g. “Which one is a rock?”) <input type="checkbox"/> Match classroom oral language to daily routines	<input type="checkbox"/> Categorize content-based pictures or objects from oral descriptions <input type="checkbox"/> Arrange pictures or objects per oral information <input type="checkbox"/> Follow two-step oral directions <input type="checkbox"/> Draw in response to oral descriptions <input type="checkbox"/> Evaluate oral information (e.g., about lunch options)	<input type="checkbox"/> Follow multi-step oral directions <input type="checkbox"/> Identify illustrated main ideas from paragraph-level oral discourse <input type="checkbox"/> Match literal meanings or oral descriptions or oral reading to illustrations <input type="checkbox"/> Sequence pictures from oral, stories, processes, or procedures	<input type="checkbox"/> Interpret oral information and apply to new situations <input type="checkbox"/> Identify illustrated main ideas and supporting details from oral discourse <input type="checkbox"/> Infer from and act on oral information <input type="checkbox"/> Role Play the work or authors, mathematicians, scientists, historians, from oral readings, videos, etc.	<input type="checkbox"/> Carry out oral instructions containing grade-level, content-based language <input type="checkbox"/> Construct models or use manipulatives to problem-solve based on oral discourse <input type="checkbox"/> Distinguish between literal and figurative language in oral discourse <input type="checkbox"/> Form opinions of people, places, or ideas from oral scenarios
Speaking	<input type="checkbox"/> Express basic needs or conditions <input type="checkbox"/> Name pre-taught objects, people, things, diagrams, or pictures <input type="checkbox"/> Recite words or phrases from pictures of everyday objects and oral modeling <input type="checkbox"/> Answer yes/no and choice questions	<input type="checkbox"/> Ask simple, everyday questions (e.g., “Who is absent?”) <input type="checkbox"/> Restate content-based facts <input type="checkbox"/> Describe pictures, events, objects, or people using phrases or short sentences <input type="checkbox"/> Share basic social information with peers	<input type="checkbox"/> Answer simple content-based questions <input type="checkbox"/> Retell short stories or events <input type="checkbox"/> Make predictions or hypotheses from discourse <input type="checkbox"/> Offer solutions to social conflict <input type="checkbox"/> Present content-based information <input type="checkbox"/> Engage in problem solving	<input type="checkbox"/> Answer opinion questions with supporting details <input type="checkbox"/> Discuss stories, issues, and concepts <input type="checkbox"/> Give content-based oral reports <input type="checkbox"/> Offer creative solutions to issues/problems <input type="checkbox"/> Compare/contrast content-based functions and relationships	<input type="checkbox"/> Justify/defend opinions or explanations with evidence <input type="checkbox"/> Give content-based presentations using technical vocabulary <input type="checkbox"/> Sequence steps in grade level problem-solving <input type="checkbox"/> Explain in detail results of inquiry (e.g., scientific experiments)
Reading	<input type="checkbox"/> Match icons or diagrams with words/concepts <input type="checkbox"/> Identify cognates from first language, as applicable <input type="checkbox"/> Make sounds/symbols/word relations <input type="checkbox"/> Match illustrated words & phrases in differing contexts (e.g., on the board, in a book)	<input type="checkbox"/> Identify facts and explicit messages from illustrated text <input type="checkbox"/> Find changes to root words in context. <input type="checkbox"/> Identify elements of story (e.g., characters, setting) <input type="checkbox"/> Follow visually supported written directions (e.g., “Draw a star in the sky.”)	<input type="checkbox"/> Interpret information or data from charts and graphs <input type="checkbox"/> Identify main ideas and some details <input type="checkbox"/> Sequence events in stories or content-based processes <input type="checkbox"/> Use context clues and illustrations to determine meaning of words/phrases	<input type="checkbox"/> Classify features of various genres of text (e.g., “and they lived happily ever after” – fairy tales) <input type="checkbox"/> Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) <input type="checkbox"/> Find details that support main ideas <input type="checkbox"/> Differentiate between fact and opinion in narrative text and expository text	<input type="checkbox"/> Summarize information from multiple related sources <input type="checkbox"/> Answer analytical questions about grade-level text <input type="checkbox"/> Identify, explain, and give Draw conclusions from explicit and implicit text at or near grade level
Writing	<input type="checkbox"/> Label objects, pictures, or diagrams from word/phrase banks <input type="checkbox"/> Communicate ideas by drawing <input type="checkbox"/> copy words, phrases, and short sentences <input type="checkbox"/> Answer oral questions with single words	<input type="checkbox"/> Make lists from labels or with peers <input type="checkbox"/> Produce sentences from word/phrase bank/walls <input type="checkbox"/> Fill in graphic organizers, charts, and tables <input type="checkbox"/> Make comparisons using real-life or visually supported materials	<input type="checkbox"/> Produce simple expository or narrative text <input type="checkbox"/> String related sentences together <input type="checkbox"/> Compare/contrast content-based information <input type="checkbox"/> Describe events, people, processes, procedures	<input type="checkbox"/> Take notes using graphic organizers <input type="checkbox"/> Summarize content-based information <input type="checkbox"/> Author multiple forms of writing (e.g., expository, narrative, persuasive) from models <input type="checkbox"/> Explain strategies or use of information in solving problems.	<input type="checkbox"/> Produce extended responses of original text approaching grade level <input type="checkbox"/> Apply content-based information to new contexts <input type="checkbox"/> Connect or integrate personal experiences with literature/content <input type="checkbox"/> Create grade-level stories or reports

End of the Year Proficiency Level Goal: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

The marked boxes indicate what the student can do at his/her current level of English proficiency with visual, graphic, or interactive support through Level 4.

Current Proficiency Level: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

	ELP Level 1 (1.0 – 1.9) Entering	ELP Level 2 (2.0 – 2.9) Beginning	ELP Level 3 (3.0 – 3.9) Developing	ELP Level 4 (4.0 – 4.9) Expanding	ELP Level 5 (5.0 – 5.9) Bridging
Listening	<input type="checkbox"/> Follow one-step oral commands/instructions <input type="checkbox"/> Match social language to visual/graphic displays <input type="checkbox"/> Identify objects, people or places from oral statements and questions using gestures <input type="checkbox"/> Match instructional language with visual representation	<input type="checkbox"/> Follow multi-step oral commands/instructions <input type="checkbox"/> Classify/sort content-related visuals per oral descriptions <input type="checkbox"/> Sequence visuals per oral directions <input type="checkbox"/> Identify information on charts or tables based on oral statements	<input type="checkbox"/> Categorize content based examples from oral directions <input type="checkbox"/> Match main ideas of familiar text read aloud to visuals <input type="checkbox"/> Use learning strategies described orally <input type="checkbox"/> Identify everyday examples of content-based concepts described orally <input type="checkbox"/> Associate oral language with different time frames	<input type="checkbox"/> Identify main ideas and details of oral discourse <input type="checkbox"/> Complete content-related tasks or assignments based on oral discourse <input type="checkbox"/> Apply learning strategies to new situations <input type="checkbox"/> Role play, dramatize, or reenact scenarios from oral reading	<input type="checkbox"/> Use oral information to accomplish grade-level tasks <input type="checkbox"/> Evaluate intent of speech and act accordingly <input type="checkbox"/> Make inferences from grade-level text read aloud <input type="checkbox"/> Discriminate among multiple genres read orally
Speaking	<input type="checkbox"/> Answer yes/no and choice questions <input type="checkbox"/> Begin to use general and high frequency vocabulary <input type="checkbox"/> Repeat words, short phrases, memorized chunks <input type="checkbox"/> Answer select WH-questions within context of lessons or personal experiences	<input type="checkbox"/> Convey content through high frequency words/phrases <input type="checkbox"/> State big/main ideas of classroom conversation <input type="checkbox"/> Describe situations from modeled sentences <input type="checkbox"/> Describe routines and everyday events <input type="checkbox"/> Express everyday needs and wants <input type="checkbox"/> Communicate in social situations <input type="checkbox"/> Make requests	<input type="checkbox"/> Begin to express time through multiple tenses <input type="checkbox"/> Retell/rephrase ideas from speech <input type="checkbox"/> Give brief oral content based presentations <input type="checkbox"/> Connect ideas in discourse using transitions <input type="checkbox"/> Use different registers inside and outside class <input type="checkbox"/> State big/main ideas with some supporting details <input type="checkbox"/> Ask for clarification	<input type="checkbox"/> Paraphrase and summarize ideas presented orally <input type="checkbox"/> Defend a point of view <input type="checkbox"/> Explain outcomes <input type="checkbox"/> Explain and compare content-based concepts <input type="checkbox"/> Connect ideas/evidence <input type="checkbox"/> Substantiate opinions with reasons and evidence	<input type="checkbox"/> Defend a point of view and give reasons <input type="checkbox"/> Use and explain metaphors and similes <input type="checkbox"/> Communicate with fluency in social and academic contexts <input type="checkbox"/> Negotiate meaning in group discussions <input type="checkbox"/> Discuss and give examples of abstract, content based-ideas
Reading	<input type="checkbox"/> Associate letters with sounds and objects <input type="checkbox"/> Match content-related objects/pictures to words <input type="checkbox"/> Identify common symbols, signs, and words <input type="checkbox"/> Recognize concepts of print <input type="checkbox"/> Find single word responses to WH questions <input type="checkbox"/> Use picture dictionaries	<input type="checkbox"/> Sequence illustrated text of fictional and non-fictional events <input type="checkbox"/> Locate main ideas in a series of simple sentences <input type="checkbox"/> Find information from text structure <input type="checkbox"/> Follow text read aloud <input type="checkbox"/> Sort/group pre-taught words/phrases <input type="checkbox"/> Use pre-taught vocabulary to complete simple sentences <input type="checkbox"/> Use L1 to support L2 <input type="checkbox"/> Use bilingual dictionaries	<input type="checkbox"/> Identify topic sentences, main ideas, and details in paragraphs <input type="checkbox"/> Identify multiple meanings of words in context <input type="checkbox"/> Use context clues <input type="checkbox"/> Make predictions based on illustrated text <input type="checkbox"/> Identify frequently used affixes and root words to make/extract meaning, <input type="checkbox"/> Differentiate between fact and opinion <input type="checkbox"/> Answer questions about explicit information in texts	<input type="checkbox"/> Order paragraphs <input type="checkbox"/> Identify summaries of passages <input type="checkbox"/> Identify figurative language <input type="checkbox"/> Interpret adapted classics or modified text <input type="checkbox"/> Match cause to effect <input type="checkbox"/> Identify specific language of different genres and informational texts <input type="checkbox"/> Use an array of strategies	<input type="checkbox"/> Differentiate and apply multiple meanings of words/phrases <input type="checkbox"/> Apply strategies to new situations. <input type="checkbox"/> Infer meaning from modified grade-level text <input type="checkbox"/> Critique material and support argument <input type="checkbox"/> Sort grade-level text by genre
Writing	<input type="checkbox"/> Draw content-related pictures <input type="checkbox"/> Produce high frequency words <input type="checkbox"/> Label pictures and graphs <input type="checkbox"/> Create vocabulary/concept cards <input type="checkbox"/> Generate lists from pre-taught words	<input type="checkbox"/> Complete pattern sentences <input type="checkbox"/> Extend “sentence starters” with original ideas <input type="checkbox"/> Connect simple sentences <input type="checkbox"/> Complete graphic organizers/forms with personal info <input type="checkbox"/> Respond to yes/no, choice, and some WH-questions	<input type="checkbox"/> Produce short paragraphs with main ideas and some details <input type="checkbox"/> Create compound sentences <input type="checkbox"/> Explain steps in problem solving <input type="checkbox"/> Compare/contrast information, events, characters <input type="checkbox"/> Give opinions, preferences and reactions along with reasons	<input type="checkbox"/> Create multiple-paragraph essays <input type="checkbox"/> Justify ideas <input type="checkbox"/> Produce content-related reports <input type="checkbox"/> Use examples to support ideas <input type="checkbox"/> Use transition words to create cohesive passages <input type="checkbox"/> Compose intro/body/conclusion <input type="checkbox"/> Paraphrase/summarize text <input type="checkbox"/> Take Notes	<input type="checkbox"/> Create expository text to explain graphs and charts <input type="checkbox"/> Produce research reports using multiple sources/citations <input type="checkbox"/> Begin using analogies <input type="checkbox"/> Critique literary essays or articles

End of the Year Proficiency Level Goal: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

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Current Proficiency Level: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

	ELP Level 1 (1.0 – 1.9) Entering	ELP Level 2 (2.0 – 2.9) Beginning	ELP Level 3 (3.0 – 3.9) Developing	ELP Level 4 (4.0 – 4.9) Expanding	ELP Level 5 (5.0 – 5.9) Bridging
Listening	<ul style="list-style-type: none"> <input type="checkbox"/> Point to or show basic parts, components, features, characteristics, properties of objects, organisms or persons names orally <input type="checkbox"/> Match everyday oral information to pictures, diagrams or photographs <input type="checkbox"/> Group visuals by common traits named orally <input type="checkbox"/> Identify resources, places, products, figures from oral statements and visuals 	<ul style="list-style-type: none"> <input type="checkbox"/> Match or classify oral descriptions to real-life experiences or visually-represented content-related examples <input type="checkbox"/> Sort oral language statements according to time frames <input type="checkbox"/> Sequence visuals according to oral directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Evaluate information in social and academic conversations <input type="checkbox"/> Distinguish main ideas from supporting points in oral, content-related discourse <input type="checkbox"/> Use learning strategies described orally <input type="checkbox"/> Categorize content-based examples described orally 	<ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between multiple meanings or oral words or phrases in social and academic contexts <input type="checkbox"/> Analyze content-related tasks or assignments based on oral discourse <input type="checkbox"/> Categorize examples of genres read aloud <input type="checkbox"/> Compare traits based on visuals and oral descriptions using specific and some technical language 	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret cause and effect scenarios from oral discourse <input type="checkbox"/> Make inferences from oral discourse containing satire, sarcasm or humor <input type="checkbox"/> Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) <input type="checkbox"/> Evaluate intent of speech and act accordingly
Speaking	<ul style="list-style-type: none"> <input type="checkbox"/> Answer yes/no and choice questions within context of lessons or personal experiences <input type="checkbox"/> Provide identifying information about self <input type="checkbox"/> Name everyday objects and pre-taught vocabulary <input type="checkbox"/> Repeat words, short phrases, memorized chunks of language 	<ul style="list-style-type: none"> <input type="checkbox"/> Describe persons, places, events, or objects <input type="checkbox"/> Ask WH-questions to clarify meaning <input type="checkbox"/> Give features of content-based material (e.g., time periods) <input type="checkbox"/> Characterize issues, situations, regions shown in illustrations 	<ul style="list-style-type: none"> <input type="checkbox"/> Suggest ways to resolve issues or pose solutions rephrase <input type="checkbox"/> Compare/contrast features, traits, characteristics using general and some specific language <input type="checkbox"/> Sequence process, cycles, procedures, or events <input type="checkbox"/> Conduct interviews or gather information through oral interaction <input type="checkbox"/> Estimate, make predictions or pose hypotheses from models 	<ul style="list-style-type: none"> <input type="checkbox"/> Take a stance and use evidence to defend it <input type="checkbox"/> Explain content-related issues and concepts <input type="checkbox"/> Compare and contrast points of view <input type="checkbox"/> Analyze and share pros and cons of choices <input type="checkbox"/> Use and respond to gossip, slag and idiomatic expressions <input type="checkbox"/> Use speaking strategies (e.g., circumlocution) 	<ul style="list-style-type: none"> <input type="checkbox"/> Give multimedia oral presentations on grade-level material <input type="checkbox"/> Engage in debates on content-related issues using technical language <input type="checkbox"/> Explain metacognitive strategies for solving problems (e.g., “Tell me how you know it.”) <input type="checkbox"/> Negotiate meaning in pairs or group discussions
Reading	<ul style="list-style-type: none"> <input type="checkbox"/> Match visual representations to words/phrases <input type="checkbox"/> Read everyday signs, symbols, schedules, and school-related words/phrases <input type="checkbox"/> Respond to WH-questions related to illustrated text <input type="checkbox"/> Use references (e.g., picture dictionaries, bilingual glossaries, technology) 	<ul style="list-style-type: none"> <input type="checkbox"/> Match data or information with its source or genre <input type="checkbox"/> Classify or organize information presented in visuals or graphs <input type="checkbox"/> Follow multi-step instructions supported by visuals or data <input type="checkbox"/> Match sentence-level descriptions to visual representations <input type="checkbox"/> Compare content-related features in visuals and graphics <input type="checkbox"/> Locate main ideas in a series of related sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply multiple meanings of words/phrases to social and academic contexts <input type="checkbox"/> Identify topic sentences or main ideas and details in paragraphs <input type="checkbox"/> Answer questions about explicit information in texts <input type="checkbox"/> Differentiate between fact and opinion in text <input type="checkbox"/> Order paragraphs or sequence information within paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> Compare/contrast authors’ points of view, characters, information, or events <input type="checkbox"/> Interpret visually- or graphically-supported information <input type="checkbox"/> Infer meaning from text <input type="checkbox"/> Match cause to effect <input type="checkbox"/> Evaluate usefulness of data or information supported visually or graphically 	<ul style="list-style-type: none"> <input type="checkbox"/> Interpret grade-level literature <input type="checkbox"/> Synthesize grade-level expository text <input type="checkbox"/> Draw conclusions from different sources of informational text <input type="checkbox"/> Infer significance of data or information in grade-level material <input type="checkbox"/> Identify evidence of bias and credibility of source
Writing	<ul style="list-style-type: none"> <input type="checkbox"/> Label content-related diagrams, pictures from word/phrase banks <input type="checkbox"/> Provide personal information on forms read orally <input type="checkbox"/> Produce short answer responses to oral questions with visual support <input type="checkbox"/> Supply missing words in short sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> Make content-related lists of words, phrases, or expressions <input type="checkbox"/> Take notes using graphic organizers or models <input type="checkbox"/> Formulate yes/no, choice and WH-questions from models <input type="checkbox"/> Correspond for social purposes (e.g., memos, e-mails, notes) 	<ul style="list-style-type: none"> <input type="checkbox"/> Summarize content-related notes from lectures or text <input type="checkbox"/> Revise work based on narrative or oral feedback <input type="checkbox"/> Compose narrative and expository text for a variety of purposes <input type="checkbox"/> Justify or defend ideas and opinions <input type="checkbox"/> Produce content-related reports 	<ul style="list-style-type: none"> <input type="checkbox"/> Produce research reports from multiple sources <input type="checkbox"/> Create original pieces that represent the use of a variety of genres <input type="checkbox"/> Critique, peer-edit and make recommendations on others’ writing from rubrics <input type="checkbox"/> Explain, with details, phenomena, processes, procedures 	<ul style="list-style-type: none"> <input type="checkbox"/> Create expository text to explain graphs and charts <input type="checkbox"/> Produce research reports using multiple sources/citations <input type="checkbox"/> Begin using analogies <input type="checkbox"/> Critique literary essays or articles

End of the Year Proficiency Level Goal: Listening _____ Speaking _____ Reading _____ Writing _____ FSA ELA _____

The GO TO Strategies Matrix lists exemplary strategies for each of the skills of listening, speaking, reading, and writing at five different language proficiency levels. The strategies identified for a specific proficiency level can be modified by teachers for students at other proficiency levels (either lower or higher). The chart is intended to be a quick reference guide for teachers in planning and implementing instructional modifications for English language learners in their content classes. For detailed information on these strategies, go to <http://www.cal.org/what-we-do/projects/project-excell/the-go-to-strategies> (Scroll to bottom of page.)

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause -effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.