

## Continuum of Second Language Abilities

ELD LEVEL	Listening/Speaking	Reading/Writing
<b>Advanced 5</b>	<ul style="list-style-type: none"> <li>• <b>Participates confidently in verbal exchanges</b> with teachers and peers about both academic and personal topics.</li> <li>• Uses and understands idioms and slang without repetition.</li> <li>• <b>Understands and participates in academic presentations</b>, drama, and forensics, at parity with native English speaking peers.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehends factual and figurative language</b> presented in core texts and materials.</li> <li>• Reads independently and expresses ideas clearly and confidently in writing for various purpose at a level comparable to native speakers.</li> </ul>
<b>Early Advanced 4</b>	<ul style="list-style-type: none"> <li>• <b>Participates with fluency in social and academic conversations.</b></li> <li>• Uses complex structures such as idiomatic expressions, passive voice, adjectival and adverbial clauses.</li> <li>• Errors may occur as students attempt to use more complex language.</li> <li>• Understands and describes academic content learned in specially-designed lessons.</li> <li>• Sometimes needs clarification to develop meaning.</li> <li>• <b>Uses a wide variety of grammatical structures</b> to describe concrete and abstract concepts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Comprehends core text or other complex materials with clarification of ideas or vocabulary.</b></li> <li>• <b>Writes with increasing length and complexity for various purposes</b>, both personal and academic.</li> <li>• Uses expressive language and figures of speech with a richer, more precise vocabulary.</li> <li>• Errors continue to occur as students take more risks in writing.</li> <li>• <b>Reads age appropriate books</b> with understanding of main ideas; needs specially-designed academic lessons to make inferences, draw conclusions, understand idioms and figurative language.</li> <li>• Reads simpler text independently.</li> <li>• <b>Writing is clear and understandable</b> and may begin to incorporate descriptive language.</li> </ul>
<b>Intermediate 3</b>	<ul style="list-style-type: none"> <li>• <b>Understands academic content</b> presented in context-rich specially-designed lessons.</li> <li>• <b>Formulates and expresses ideas</b> using a well-developed vocabulary, varied verb tenses and sentence structures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reads authentic materials</b>, articles, reference books, poetry, if presented in the context of a specially-designed lesson.</li> <li>• <b>Begins to write with clarity and ease</b> and may incorporate abstract ideas based on concrete experience.</li> <li>• Mechanics and spelling are still developing.</li> </ul>
<b>Early Intermediate 2</b>	<ul style="list-style-type: none"> <li>• <b>Understands and engages in a discussion of lesson content and ideas.</b></li> <li>• Errors in word choice and grammar are common as students move from simple to <b>complex sentence structures.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reads short, simplified paragraphs</b> on familiar themes containing previously learned vocabulary and sentence structures.</li> <li>• <b>Writes a series of related simple sentences</b> based on personal experiences and thematic content areas.</li> <li>• Errors are very common as students apply their knowledge of print from L1 to the L2.</li> </ul>
<b>Beginning 1</b>	<ul style="list-style-type: none"> <li>• Understands and <b>makes statements</b> related to thematic lesson content using previously learned words, phrases and simple sentences.</li> <li>• Relies on context and visual cues to understand and use new vocabulary.</li> <li>• <b>Expresses basic needs with words or short fixed phrases drawn from learned materials.</b></li> <li>• Demonstrates understanding of common expressions related to personal information and thematic content.</li> <li>• <b>Communicates understanding non-verbally</b> by pointing, gesturing, pantomiming, nodding and/or drawing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reads and writes simple words, phrases, sentences</b> given a model, pattern or example.</li> <li>• <b>Reads and writes words and phrases</b> that have been taught in context given a structured model.</li> <li>• <b>Reads and copies for own purpose written words</b> related to lesson and/or environmental print.</li> </ul>