Level 1

Language Learners

J.K. Mora

<http://www.moramodules.com/MoraModules/ELDInstruction.htm>

|  |  |
| --- | --- |
| **Language**  **Abilities** | **These students are in the pre-production stage of English in which their speaking and understanding is limited to a few words and phrases.** |

**Curriculum**

**Framework**

|  |
| --- |
| **Listening** |
| **Using contextual cues**  **Building listening vocabulary**  **Following simple directions**  **Anticipating information**  **Discriminating sounds and words** |
|
| **Speaking** |
| **Patterned responses**  **Simple requests**  **Commonly used vocabulary**  **Simple recall**  **Simple Recounting or retelling** |
|
|
| **Reading** |
| **Sight words**  **High frequency words**  **Language Experiences Stories** |
|
| **Writing** |
| **Modified cloze**  **Sentence completion** |

Level 2

Language Learners

J.K. Mora

|  |  |
| --- | --- |
| **Language**  **Abilities** | **These students speak and/or understand some English. They can construct sentences but must be conscious of the process to do so. Their control of structure is limited and their vocabulary is restricted to the concrete, context-related, and practical.** |

**Curriculum**

**Framework**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Speaking** |  |  |
| **Retelling short stories**  **Paraphrasing**  **Defining vocabulary through synonyms, antonyms, etc.**  **Using idiomatic expressions**  **Role-playing** |
|
| **Listening** |
| **Understanding main ideas**  **Contextual vocabulary building**  **Following series of directions**  **Discriminating sounds (minimal pairs)** | **Reading** |
| **Decoding (sight words & phonics)**  **Simplified text**  **Guided and shared reading** |
| **Writing** |
| **Sight word spelling**  **Sentence transformation**  **Structured narratives** |

Level 3

Language Learners

J.K. Mora

|  |  |
| --- | --- |
| **Language**  **Abilities** | **These students speak and/or understand enough English for communication but have difficulty performing ordinary class work in English. They can construct sentences to construct their own ideas but cannot understand more abstract or academic language.** |

**Curriculum**

**Framework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Listening**  **Listening for meaning and detail**  **Content vocabulary expansion**  **Discriminating phonemes for spelling** | **Speaking**  **Sharing experiences**  **Discussing and explaining**  **Creative expression**  **Correcting speech patterns and pronunciation** | **Reading**  **Decoding (Phonics and structural analysis)**  **Critical reading**  **Reading for content**  **Reading response**  **Building study skills** | **Writing**  **Encoding (Phonics and structural analysis)**  **Basic composition**  **Utilitarian writing functions (letters, forms, etc.)** |

Level 4

Language Learners

J.K. Mora

|  |  |
| --- | --- |
| **Language**  **Abilities** | **These students have an intermediate fluency level of English that allows them to develop academic concepts and vocabulary in the content areas of social studies, science, math, and literary studies but requires specialized strategies (SDAIE) and some support in L1.** |

**Curriculum**

**Framework**

|  |  |  |  |
| --- | --- | --- | --- |
| **Listening**  **Note-taking and outlining from lectures**  **Defining technical vocabulary**  **Discerning important information** | **Speaking**  **Oral presentations and reports**  **Contributing ideas to group tasks**  **Defining and explaining concepts**  **Asking questions for information** | **Reading**  **Developing content-area concepts**  **Identifying characters, setting and plot in literature**  **Organizing and outlining**  **Applying critical thinking skills**  **Applying and explaining on background experiences** | **Writing**  **Schematic mapping and concept clusters**  **Modelled writing**  **News stories**  **Formatted essays**  **Journaling**  **Basic research and library projects**  **Reports** |