**Description of ELL 4/D students**

High intermediate, SPL 5-6 in speaking and listening. Students can understand conversations containing some unfamiliar vocabulary on many everyday subjects, with minimal need for repetition, rewording, or slower speech. They have some ability to understand without face-to-face contact; e.g., on the telephone or watching television. At this level, students can function independently in most survival situations, rely less on learned phrases, and speak creatively. There may still be some hesitation while speaking. Control of basic grammar is evident though inconsistent. Students may attempt to use more difficult grammar with some control, especially in writing.

As in other levels, ELL 4 integrates grammar, reading, and writing with listening skills and fluency in speaking. As well as choosing appropriate vocabulary and grammar to convey ideas, chunking/phrasing to improve reading fluency is emphasized at this level.

**Content Objectives for ELL 4/D**

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| --- | --- | --- | --- | --- | --- |
| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Jobs/Work** |
| 1. Home and family; i.e., raising children and caring for a family, changing roles of family members, family traditions, housing, housing issues
2. Using and navigating with a map or GPS
 | 1. Expressing apology, request, sympathy, surprise/disbelief, intention, agreement/ disagreement, ability/inability, warning, regrets, obligation, warning, invitation
2. Offering advice and suggestions
3. Giving directions
4. Asking for repetition or verification
5. Offering help
6. Asking for/giving permission:
7. Leave taking
8. U.S. and other cultures; students' holidays, traditions, beliefs, customs
 | 1. Medical systems in the U.S. and in native country, medical practices and advances, ethical issues.
2. Preventive care/lifestyle choices (nutrition/exercise) related to stress and chronic diseases – (including high blood pressure, diabetes, high cholesterol), cancer screening
 | 1. Community resources – library, museums, summer and after-school programs for children in K12, farmers’ markets, etc.
2. Current events
3. U.S. government, history, geography
4. Education; i.e., system of education in the U.S.; differences with other systems, getting a high school diploma, college, training, how to keep on improving English skills
5. Social issues; i.e., domestic abuse, drug abuse, crime, discrimination
6. Immigration
 | Financial Literacy, including credit cards and credit | 1. Technology in the workplace
2. Rights of employees and employers; employee/ employer situations; role plays, job interviews
3. Develop a resume and cover letter
4. Exploration of Next Steps
5. Map out a plan to reach goals
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**Skill Objectives for ELL 4/D**

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| --- | --- | --- | --- | --- | --- |
| **Aural/Oral** | **Grammar** | **Vocabulary** | **Reading** | **Writing** | **Learning** |
| 1. Understand every day conversations, stories, speeches, & video ***L2.5a***
2. Converse about, or give oral summaries of, readings, scenes from videos/movies ***S1.5b***
3. Summarize or rephrase material covered for reading or listening practice ***L3.5b***
4. Converse about, or give oral presentations on, native countries, opinions about issues affecting life in the U.S., opinions about world issues
5. Tell a story, describe a person or a place, perform a short scene or skit ***L3.5c, S1.5b***
6. Request/provide information ***S1.5a***
7. Give and follow directions to describe how to do or make something. Describe how to get to a place.
8. Differentiate between/among different styles of speech: slang and conversational English; reductions identifying which styles to use in different social settings
9. Use intermediate structure ***L2.5b, S2.5c***
10. Use phrasing and sentence stress for meaning ***S2.5d&e***
11. Use word stress and pronunciation to improve communication/intelligibility
 | 1. Review of present, future, and past tenses
2. Review of parts of speech
3. Present perfect continuous and present perfect tenses
4. Mixed tenses including contrast between past and present perfect tenses
5. Modals-possibility, ability, may/might,

obligation, advisability, + review: can, could, should, might, must, have to, had better, be supposed to 1. Past participles and present participles as adjectives
2. Gerunds and infinitives
3. Adverbs and comparative adverbs
4. Passive voice
 | 1. Understand and give the meanings of words by definition, by example
2. Understand words that have different meanings in different contexts
3. Homonyms
4. Synonyms and antonyms
5. Confusing words-- i.e.; raise/rise, make/do, borrow/lend,
6. Phrasal verbs-- i.e., run into, make up, go off, etc.
7. Idioms
8. Figures of speech
9. Dividing words into syllables (CYC, silent *e*, and open syllables)
10. Recognize common morphemes and word families ***L 2.5d, R2.5b***
11. Use words accurately (correct part of speech, correct meaning for the context)
12. Use idiomatic expressions ***L2.5e, W2.5b***
 | 1. Preview a text by asking questions, and by looking at title, subheadings, or pictures
2. Sequence events in a story
3. Find the main idea or ideas
4. Make inferences and draw conclusions
5. Find facts and details
6. Summarize
7. Discuss reading material in pairs or small groups
8. Relate reading to personal experience
9. Develop oral reading fluency ***R2.5a***
10. Understand the meaning of common verb tenses in context ***R 2.5***
11. Interpret/read maps, cartoons, directions and instructions, notices and advertisements
12. Understand a variety of comprehension testing formats --multiple choice, fill-ins, etc.
 | 1. Write to reinforce grammar using journals, opinion essays, reporting on reading or viewing, info about home country, description of procedure, storytelling, etc.

***W 1.5a, 3.5b***1. Write using successive drafts ***W3.5a***
2. Write from models and/or exemplars ***W3.5c***
3. Apply spelling rules and patterns as necessary (silent e, doubling, y rule, adding - ed and ing to words) ***W 2.5e***
4. State and stick with a main topic
5. Support general ideas with details
6. Present information clearly
7. Use appropriate mechanics
8. Use a mix of intermediate structures correctly, including negative and interrogative forms ***W2.5d***
9. Use simple and compound sentences ***W2.5a***
10. Organize writing into paragraphs
11. Write a paragraph with a topic sentence and details ***W2.5c***
12. Format so that paragraphs are indicated by indenting or leaving spaces
13. Write at least 3/4 of a page, single- spaced; handwritten
14. Address familiar audience with informal writing

***W 1.5c***1. Self-correct when cued
 | 1. Follow oral directions to complete a task
2. Follow written directions to complete a task (fill out forms, follow test directions) ***W1.5b***
3. Self-monitor understanding and improvement ***L3.5d***
4. Keep a tabbed three-ring binder for class handouts and assignments
5. Use an English or bilingual dictionary
6. Use index cards when giving an oral presentation
7. Use study aids, such as index cards, for spelling words, vocabulary
8. Use test-taking skills & strategies
9. Look for key words in text
10. Time management
11. Keep a personal calendar
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**ELL 4/D -- Exit Criteria**

Listening/Speaking

* Functions independently in daily survival, social, and work situations. May need help occasionally.
* Expands on basic ideas in conversation. May speak with hesitation while searching for correct vocabulary and grammar, but expresses opinions and ideas in an organized manner.

Grammar

* Controls basic grammar including present, past and future tenses, including modals, both orally and in writing (85% accuracy).
* Incorporates a variety of tenses into speaking
* Can recognize and form perfect tenses.
* Distinguish between past and present perfect.

Reading

* Comprehend text organization and locate main ideas in reading
* Able to retell, summarize, and analyze a story, article, or passage both orally and in writing.
* Reads and understands stories and articles written for native speakers of English at a reading level of GLE 4-6.
* Demonstrates a developing level of oral reading fluency.
* GLE 4 on TABE reading for Level 4/ GLE 6 on TABE reading for Level D

Writing

* Is comfortable writing at least ¾ of a page, handwritten, single-spaced.
* Understand paragraph organization.
* Uses appropriate verb tenses.
* Uses some compound and complex sentences with appropriate connecting words -- (and, but, so, because, although, when, while) and appropriate spelling and punctuation.
* Writes for a variety of reasons (letters, narratives, opinions, descriptions, summaries).
* Understands how to organize writing, using paragraphs with topic sentences, supporting sentences, and summary sentences.

**DESE ESOL FRAMEWORKS FOR ELL D/4**

## LISTENING

#### Standard 1

L1.5a Identify the speaker’s intention in brief spoken messages (e.g. to inform, to suggest)

L1.5b Listen and understand extended discourse with a clear organization and a familiar topic

L1.5c Listen and follow multi-step directions or instructions, with repetition (e.g. Take the #52 bus to Jackson St. The police station is on the corner.)

L1.5d Listen and understand details and essential information in familiar contexts (e.g. in video, announcements) with some support/ scaffolding

#### Standard 2

L2.5a Understand vocabulary in everyday conversations (e.g. vocabulary used in workplace, community, or children’s school)

L2.5b Understand high-intermediate grammatical structures (e.g. modals, conjunctions, adverbial clauses of time, real conditionals, embedded statements/questions, and indirect pronoun references (e.g. Ahmed left his country last year. This was hard for him.)

L2.5c Recognize and understand simple conversation markers (e.g. so after that, well) and more complex transition words (e.g. however, that is, in particular)

L2.5d Identify high-intermediate base words and common inflections (e.g. take/taken, employ/employment) and meanings of words with common prefixes and suffixes (e.g. re-;

-less)

L2.5e Understand common idioms and phrasal verbs

#### Standard 3

L3.5a Make predictions before and during listening, and check against them after listening (e.g. for news broadcasts, short speeches, or announcements)

L3.5b Clarify and confirm accuracy of information by summarizing, rephrasing, or repeating back what is understood

L3.5c Work cooperatively with others to gain understanding

L3.5d Self-monitor understanding (e.g. checklists) and self-evaluate for listening improvement (e.g. percentage of message understood)

## SPEAKING

#### Standard 1

S1.5a Request and provide detailed information (e.g. work requirements, giving multi-step directions)

S1.5b Converse at some length on topics of interest (e.g. cross cultural comparisons, family, work or community goals)

S1.5c Express consequences, inferences, and cause and effect (e.g. She’s not here; I think her baby Nami is sick today.)

#### Standard 2

S2.5a Ask and respond to questions using a variety of sentence structures

S2.5b Develop vocabulary for a variety of topics, (e.g. explain work procedures to a colleague with sufficient technical language)

S2.5c Use intermediate grammatical structures (e.g. simple, continuous, and present perfect verb tenses, noun, adjective and adverbial clauses, participial adjectives, modals)

S2.5d Emphasize information by shifting word stress in a sentence to indicate meaning (e.g. I won’t do that! vs. I won’t do that!)

S2.5e Phrase words into meaningful “chunks,” and pause between phrases

#### Standard 3

S3.5a Use appropriate placeholders (e.g. I mean) and hesitation techniques (e.g. Um) while searching for appropriate vocabulary and grammar

S3.5b If applicable, use knowledge of cognates or word structure between English and other languages

S3.5c Think ahead to sequence and organize thoughts in order to express themselves more clearly (e.g. use transition or sequence words such as also, first, next, after that)

## READING

#### Standard 1

R1.5a Read and understand a multi-paragraph, authentic text on a familiar topic with support

R1.5b Identify and analyze cause/effect information

R1.5c Distinguish between fact and opinion

R1.5d Distinguish between relevant and irrelevant information

R1.5e Identify writer's purpose and point of view

#### Standard 2

R2.5a Read with minimal hesitation (orally and silently)

R2.5b Develop vocabulary including word families (e.g. invest, investor, investment), common idioms, and some phrasal verbs

R2.5c Locate indirect pronoun referents (e.g. Juan is late. It’s not his fault. The bus was not on time.)

R2.5d Understand the difference in meaning for the simple, continuous, and present perfect verb tenses and modals

#### Standard 3

R3.5a Identify and search for key words to make meaning (e.g. If reading for information about diabetes, look for words like cause, symptom, or treatment to aid comprehension)

R3.5b Look for key phrases to locate a definition of an unfamiliar word elsewhere in the text (e.g. In other words; that is to say; for example)

R3.5c Underline or highlight key ideas or words while reading

## WRITING.

**Standard 1**

W1.5a Explain ideas, opinions, problems, or plans in some detail

W1.5b Fill out authentic forms using models (e.g. job application, medical history, order forms)

W1.5c Address a familiar audience in writing (e.g. short informal letters to teacher, classmates, colleagues)

**Standard 2**

W2.5a Construct sentences using a variety of dependent clauses (e.g. I know where he lives; When I eat too much, I get sick.)

W2.5b Use expanded vocabulary that includes abstract nouns (e.g. convenience; luck; diversity) and some common idiomatic expressions (e.g. take care of; count on)

W2.5c Write a paragraph with a clear focus and a beginning, middle, and end

W2.5d Use intermediate grammatical structures (e.g. present perfect, some modals; indirect object pronouns)

W2.5e Apply conventional spelling rules (e.g. understand spelling options for long vowel sounds, double consonants with -ed or --ing), or understanding of inflections (e.g. -ness) to spell accurately

**Standard 3**

W3.5a Revise successive drafts for clarity (i.e. content and organization) before editing for correctness (spelling, punctuation, grammar)

W3.5b Take risks by putting complex ideas in writing

W3.5c Examine and learn about writing from reading well-written / exemplary texts

## Intercultural knowledge and skills

1. Identify and describe the significance of cultural images and symbols—U.S. cultures and their own
2. Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own
3. Identify culturally-determined behavior patterns
4. Analyze and describe diversity in U.S. cultures
5. Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures
6. Recognize cultural stereotypes—favorable and discriminatory—and describe how they impact their own and others’ behavior
7. Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

## Navigating Systems

1. Describe their needs
2. Identify and locate particular systems connected to the specific needs they have identified
3. Develop the skills needed to act within these systems to meet their needs
4. Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose

## Developing strategies and resources for learning.

1. Develop and use strategies to set and achieve personal goals
2. Develop and use memory strategies
3. Develop and use study skills for formal education
4. Identify and use independent language learning opportunities inside and outside of the classroom
5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies
6. Develop and use affective strategies to manage feelings about language learning
7. Develop and use social strategies for language learning

Depending on their needs, learners are encouraged to work on the following **pronunciation skills** in class:

* Produce vowel sounds (e.g. long and short vowel sounds, schwa, diphthongs) and consonant sounds in learning the basic English sound set
* Produce most of the initial blends and digraphs in learning the basic English sound set
* Pronounce sounds in some terminal blends and digraphs in a controlled context (e.g. desk, pound, S-ending sounds)
* Apply letter and sound associations to pronounce word families (e.g. fat, cat)
* Practice minimal pairs (bit/bat) to focus on differences in sound, and be able to produce phonemes accurately
* Recognize syllables, be able to separate words into syllables, practice noting stressed and unstressed syllables and pauses in a variety of ways (e.g. voice emphasis, finger counting, tapping, marking a script, etc.)
* Control rate of speech for listener comprehension
* Use phrasing to group words into thought patterns (e.g. /*She’s not here*; / *I think her baby Nami is sick today*./)
* Practice linking and reductions to be able to produce phrases accurately (e.g. Try it. = /tra - yIt/; I don't know = I dunno)
* Use appropriate English stress patterns for intended meaning (e.g. length, loudness and pitch) applied to syllables in a word (Baseball, Weekend) and sentence stress (“I won’t do THAT” vs. “I WON’T do that”)
* Become increasingly intelligible with focused/controlled pronunciation practice
* Monitor production and self-correct within a conversation