

# ELD Courses & EL Proficiency Level Alignment

<b>English Language Development A</b>	<b>Course 2105</b>
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This course is designed for those students who have no literacy skills in their native language or who are not familiar with the Roman alphabet system. This course consists of acquisition of English basic language skills with emphasis on listening comprehension and oral production. This course is designed for students in the preproduction stages of language development. Listening comprehension and beginning oral production are emphasized.

### **CELDT Proficiency Level**

**B – Beginning** Students performing at this level of English language proficiency may demonstrate little or no receptive or productive English skills or they may repeat some speech sounds in context. They may be able to respond to some communication tasks. They may be able to identify a few common vocabulary words when shown a picture prompt. They begin to understand and follow a few simple commands. Students at this proficiency level may be able to recognize some sounds/symbol relationships and may also be able to locate information in a simple text. Students at this level may attempt to write about a topic but their response is minimal, containing some isolated English words.

### **E.I. – Early Intermediate**

Students performing at this level of English language proficiency typically hear and repeat a few beginning, medial, and ending speech sounds in context. They are able to compare and contrast sounds in simple words. Students can identify common vocabulary words when shown a picture prompt and follow simple instructions. They can tell a story in which at least one sentence contains a simple subject and predicate. Students at this level are able to use plurals and words with multiple meanings. They can identify the number of syllables in a word and the sequence of events in a passage. Students at this level are able to use appropriate verb forms when asking written questions, can write phrases related to a topic that is presented as a sequence of pictures and can write at least one complete sentence in response to a narrative prompt (the response may contain serious errors in vocabulary, grammar, and/or syntax).

<b>English Language Development B</b>	<b>Course 2106</b>
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This course is designed to teach life skills through competency-based model with emphasis on expanding English fluency and communication skills. Language function and form are integrated with informational sources, skills and topics, both general and vocational. Oral language is stressed while development of individual literacy skills of vocabulary building, reading and writing is sought.

## **CELDT Proficiency Level**

### **E.I. – Early Intermediate**

Students at this level of English language proficiency start to respond with increasing ease to more varied communication tasks. Students performing at this level of English language proficiency typically hear and repeat a few beginning, medial, and ending speech sounds in context. They are able to compare and contrast sounds in simple words. Students can identify common vocabulary words when shown a picture prompt and follow simple instructions. They can tell a story in which at least one sentence contains a simple subject and predicate. Students at this level are able to use plurals and words with multiple meanings. They can identify the number of syllables in a word and the sequence of events in a passage. Students at this level are able to use appropriate verb forms when asking written questions, can write phrases related to a topic that is presented as a sequence of pictures and can write at least one complete sentence in response to a narrative prompt (the response may contain serious errors in vocabulary, grammar, and/or syntax).

### **I. - Intermediate**

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. They hear and repeat many beginning, medial, and ending speech sounds in their reading. Students are able to use simple verb forms in response to a picture prompt. They can tell a story using a simple list of events or ideas. Students at this proficiency level typically demonstrate decoding skills and some knowledge of synonyms and antonyms. Students at this level are able to write at least one complete sentence in response to a picture prompt. They use details and repetitive transitional words (responses may contain errors in vocabulary, grammar, and/or syntax).

<b>English Language Development C</b>	<b>Course 2107</b>
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In this course the emphasis is on four language skills of listening, speaking, reading and writing. Students at this level function satisfactorily in the use of English in basic survival situations related to their needs. Content is life skills based, integrating language function and form with general, vocational and academic topics.

## **CELDT Proficiency Level**

### **I. - Intermediate**

Students performing at this level of English language proficiency begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to compare and contrast speech sounds in context including those that are more difficult to distinguish. They follow one or two-step instructions and can tell a story using a simple list of events or ideas. Students are able to use simple verb forms in response to a picture prompt. They can tell a story using a simple list of events or ideas. Students at this proficiency level typically demonstrate decoding skills and some knowledge of synonyms and antonyms. Students at this level are able to write at least one complete sentence in response to a picture prompt. They use details and repetitive transitional words (responses may contain errors in vocabulary, grammar, and/or syntax).

### **E.A.- Early Advanced**

Students performing at this level of English proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use

English as a means for learning in other academic areas. Students who perform at this level typically hear and repeat most speech sounds in context. They are able to follow more difficult multi-task instructions and can give the opposites of less common vocabulary words. They use a variety of verb forms when responding to picture prompts and can tell a story using fluent sentences and details. Students at this level typically are able to recognize root words, words with multiple meanings, and derive the meaning of words from context. They can identify details, main ideas, and setting in reading passages, as well as draw simple conclusions about a character in a narrative. Students at this level typically are able to use standard writing conventions, including present tense verbs forms and subject/verb agreement. They can distinguish among various noun endings. They write appropriately to a topic with few errors and can write an essay that contains details and a clear sequence of events.

<b>English Language Development D</b>	<b>Course 2108</b>
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In this course emphasis of instruction continues to be on fluency and communication with the addition of academic preparation skills. Course content is relevant, practical and life skill oriented. It integrates language functions and forms with informational sources, skills, and topics, which include academic, vocational and general.

**CELDT Proficiency Level**

**E.A.- Early Advanced**

Students performing at this level of English proficiency begin to combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas. Students who perform at this level typically hear and repeat most speech sounds in context. They are able to follow more difficult multi-task instructions and can give the opposites of less common vocabulary words. They use a variety of verb forms when responding to picture prompts and can tell a story using fluent sentences and details. Students at this level typically are able to recognize root words, words with multiple meanings, and derive the meaning of words from context. They can identify details, main ideas, and setting in reading passages, as well as draw simple conclusions about a character in a narrative. Students at this level typically are able to use standard writing conventions, including present tense verbs forms and subject/verb agreement. They can distinguish among various noun endings. They write appropriately to a topic with few errors and can write an essay that contains details and a clear sequence of events.

**A. - Advanced**

Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar topics to meet social and academic demands. In order to attain the English proficiency of their native English-speaking peers, further linguistic enhancement and refinement are necessary. Students at this level are able to give the opposites of semantically complex vocabulary, and complex sentence construction. The responses may contain one or two minor errors commonly made by proficient English speakers. Students at this level typically are able to use affixes to infer meaning, as well as to infer meaning from more complex vocabulary. They are able to recognize summary statements and can sequence stated or implied events of a story and identify cause and effect. They are able to identify traits of characters, intended purpose, and other features of a variety of texts. Students who

perform at this level typically are able to recognize adjectives and nouns. They respond to a picture prompt writing a grammatically and syntactically correct sentence. They can respond to a narrative prompt by writing an essay with an organized sequence of events or ideas, details, and vivid vocabulary. The essays produced may contain minimal errors and one or more non-English words.