### ELP Standard 2: The Language of Language Arts, Formative Framework

#### Grades 3-5

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#### LISTENING

**Example Genre**
- **Mysteries**
  - Match pictures to individual clues based on oral statements with a partner
  - Identify pictures associated with solutions to short mysteries read aloud with a partner
  - Make predictions based on pictures of clues/pieces of evidence from mysteries and oral descriptions in cooperative groups
  - Sequence pictures of clues/pieces of evidence from mysteries read aloud in cooperative groups
  - Apply analogies of events or characters in mysteries read aloud to students’ lives

**Example Topic**
- **Comprehension strategies**
  - Point to letter combinations, words, parts of books or illustrations in response to teachers’ reading of illustrated books to show comprehension
  - Gesture during shared reading of illustrated stories or trade books (e.g., giving thumbs-up/thumbs-down signals) to show comprehension
  - Follow directions (e.g., creating word families or word walls) in response to group reading of illustrated stories or trade books to show comprehension
  - Respond non-verbally to teachers or peers (e.g., during guided reading) to demonstrate comprehension strategies
  - Connect information from oral reading of grade-level material to demonstrate comprehension strategies (e.g., “Show me two sentences that go together.”)

#### SPEAKING

**Example Genre**
- **Fantasies**
  - Answer WH- or choice questions about pictures of imaginary people, objects or situations from peers in L1 or L2
  - Describe pictures of imaginary people, objects or situations to peers in L1 or L2
  - Provide details of pictures of imaginary people, objects or situations to peers
  - Develop and enact scenarios from pictures of imaginary people, objects or situations with peers
  - Make up fantasies about imaginary people, objects or situations and share with peers

**Example Topic**
- **Points of view**
  - Describe self with words and gestures (e.g., features, likes and dislikes)
  - Compare self with familiar persons (e.g., friends, family members, movie stars) using photographs, pictures or graphic organizers
  - Compare self with characters in literary works using graphic organizers or technology
  - Compare self with motives or points of view of characters in literary works using graphic organizers or technology
  - Explain differences between self-motives or points of view and those of characters in literary works using graphic organizers or technology