

GARDEN GROVE UNIFIED SCHOOL DISTRICT
Office of Elementary Education
Department of K-6 Instruction

ELD CHARACTERISTICS AND QUESTIONING TECHNIQUES

	Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Early Advanced	Level 5: Advanced
Proficiency Level Definitions Students performing at this level...	May demonstrate little or no receptive or productive English skills. They may be able to respond to some communication tasks.	Start to respond with increasing ease to more varied communication tasks.	Begin to tailor the English language skills they have been taught to meet their immediate communication and learning needs.	Begin to combine the elements of English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas.	Communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. In order to attain the English proficiency level of their English-speaking peers, further linguistic enhancement and refinement are necessary.
Student Characteristics	<ul style="list-style-type: none"> ◆ Minimal comprehension ◆ No verbal production 	<ul style="list-style-type: none"> ◆ Limited comprehension ◆ One or two word responses 	<ul style="list-style-type: none"> ◆ Good comprehension ◆ Errors in pronunciation ◆ Simple sentences ◆ Limited descriptive vocabulary 	<ul style="list-style-type: none"> ◆ Excellent comprehension ◆ Few grammatical errors 	<ul style="list-style-type: none"> ◆ Excellent comprehension ◆ Few grammatical errors
Activity Focus	<ul style="list-style-type: none"> ◆ Listening ◆ Building of receptive vocabulary ◆ Communication with gestures and actions 	<ul style="list-style-type: none"> ◆ Use of one or two words, short phrases ◆ Expansion of receptive vocabulary ◆ Motivation of students to produce receptive vocabulary 	<ul style="list-style-type: none"> ◆ Open dialogue ◆ Expansion of vocabulary ◆ Introduction of language experience activities 	<ul style="list-style-type: none"> ◆ Conversation and connected narrative ◆ Development of high level language in content areas ◆ Incorporation of reading and writing activities 	<ul style="list-style-type: none"> ◆ Continued vocabulary development ◆ Development of high cognitive language in all content areas ◆ Critical thinking skills ◆ Transitional reading and writing skills
Students Can	Act Match Choose Mime Draw Move Listen Point	Categorize Respond Label with one or List two words Name	Define Role Play Describe Recall Explain Retell Summarize Compare/contrast	Analyze Evaluate Create Debate Defend Examine Justify Write Read	Analyze Evaluate Create Debate Defend Examine Justify Write Read
Questioning Techniques	Point to... Find the... Put the ___ next to the___. Give the ___ to___. Who has the ___? Do you have the ___?	Yes/no questions Either/or questions One word response General questions that encourage a list of words Two word responses	Why? How? Tell me about... Talk about... What do you think about.. Describe...	What would you recommend? What would you suggest? How do you think the story will end? What is your opinion? What would happen if... What would happen if...	What would you recommend? What would you suggest? How do you think the story will end? What is your opinion? What would happen if... Compare... How are these different?