



# Systematic ELD Functions Across Proficiency Levels

Beginning/ Early Intermediate	Intermediate	Early Advanced/ Advanced
<b>Interpersonal Communication</b>		
5.1 Greet, introduce and share personal information 5.2 Extend, accept and decline invitations 5.3 Express appreciation and give compliment <b>5.4 Express needs and make requests</b> 5.5 Express feelings and preferences 5.6 Request assistance and clarification 5.7 Negotiate solutions	6.1 Make introductions, greet and say good-bye 6.2 Extend, accept and decline invitations 6.3 Express appreciation and give compliments <b>6.4 Express needs and make requests</b> 6.5 Express feelings and preferences 6.6 Request assistance and clarification 6.7 Contribute ideas and opinions to discussion 6.8 Negotiate solutions	7.1 Use social courtesies for greetings, introductions and invitations 7.2 Express appreciation and give compliments <b>7.3 Make requests, express needs, preferences</b> 7.4 Discuss feelings, opinions and preferences 7.5 Request assistance and clarification 7.6 Contribute ideas and opinions to discussion 7.7 Negotiate solutions
<b>Describe, Classify, Compare and Contrast</b>		
5.8 Describe physical characteristics 5.9 Describe and explain personality attributes 5.10 Describe actions 5.11 Describe physical attributes of a place 5.12 Describe location of objects in space 5.13 Compare physical characteristics 5.14 Compare and Contrast actions	6.10 Describe physical characteristics 6.11 Describe and explain personality attributes 6.12 Describe actions of people, animals, things (machines) 6.13 Describe the physical attributes of a place 6.14 Describe location of objects in space 6.15 Explain classifications of ideas or things 6.16 Compare and contrast characteristics 6.17 Compare and contrast actions	7.8 Describe physical characteristics 7.9 Describe and explain personality attributes 7.10 Describe actions of people, animals, things (machines) 7.11 Describe the physical attributes of a place or setting 7.12 Describe location of objects in space 7.13 Explain classification of objects, animals or ideas 7.14 Compare and contrast characteristics 7.15 Compare and contrast actions 7.16 Classify and make a generalization based on evidence
<b>Express Actions and Time Relationships</b>		
5.15 Discuss or create a plan 5.16 Describe routine (ongoing) events 5.17 Retell actions /events in chronological order 5.18 Make & report observations 5.19 Ask for, give and follow multi-step directions 5.20 Discuss time using clocks, calendars and timelines 5.21 Describe actions: when, how, where	6.19 Discuss or create a plan 6.20 Describe routine (ongoing) events 6.21 Retell actions and events make and report observations 6.22 Mae and report observations 6.23 Ask for, give and follow multi-step directions 6.24 Duration: tell how long an event happened 6.25 Discuss time using clocks, calendars and timelines	7.18 Explain a series of actions within an event 7.19 Clarify whether something has or hasn't happened 7.20 Discuss prior experiences 7.21 Relate a past action occurring with some other event 7.22 Link experiences and routine activities over time 7.23 Explain frequency of events and routines 7.24 Give and follow multi-step directions 7.25 Explain sequence and duration 7.26 Summarize sequence of events
<b>Express Cause &amp; Effect, Predict, Infer</b>		
<p><i>The Beginning / Early Intermediate level does not attempt to teach this function directly. Note on the Yearlong Plan the functions above build a foundation for future language learning.</i></p>	6.27 Cause and effect: feelings or physical conditions 6.28 Cause and effect for actions 6.29 Cause and effect: natural or mechanical processes 6.30 Make predictions and inferences about actions and events	7.28 Cause and effect: feelings, actions, or physical conditions 7.29 Cause and effect: natural or mechanical processes, sports 7.30 Make predictions and inferences about actions and events 7.31 Explain inferences about people, actions or events 7.32 Summarize an event or process using cause and effect



# Interpersonal Communication

Language Function	Focus Forms with Examples	Sample Prompts & Responses		Suggestions for Taking it to Application
		Beginning	Early Intermediate	
<p><b>Express needs and make requests</b></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Suggestions for Topics:</b></p> <ul style="list-style-type: none"> <li>▪ Classroom activities</li> <li>▪ Shopping</li> <li>▪ Restaurant or cafeteria</li> <li>▪ Playground</li> </ul> </div>	<p><b>Beginning</b>  <b>Phrases:</b> <i>Please. Thank you.</i>  <b>Short, simple sentences and phrases with common present tense:</b> <i>am, need, want</i>  <i>(Ex: I am cold. I need paper. I want water.)</i>  <b>Adjectives</b> Concrete, descriptive such as <i>red, big, three, tired, hungry.</i>  <b>Adjective placement</b> (<i>big apple, red paper</i>)</p> <p><b>Early Intermediate</b>  <b>Phrases</b> such as <i>Please. Thank you. You're welcome.</i>  <b>Simple sentences with:</b></p> <ul style="list-style-type: none"> <li>▪ <b>Present tense</b> <i>be, need, want</i></li> <li>▪ <b>Present negative</b> in routine statements with <i>don't/ do not</i> (<i>Ex: I don't want bread. I don't need scissors.</i>)</li> <li>▪ <b>Routine questions</b> with <i>can, may</i> (<i>Ex: May I have a pencil? Can I have a taco?</i>)</li> </ul> <p><b>Adjectives</b> Concrete descriptive such as <i>blue, new, little, sick, tired, hungry.</i> Comparatives such as <i>bigger, faster.</i></p>	<p><i>What do you want/need?</i>            A red paper.            I need a pencil.</p> <p><i>Do you want the little book or the big book?</i>            The big book.</p>	<p><i>What do you want/ need?</i>            I want a red paper.            I need a new pencil, please.</p> <p><i>Do you want the big book or the bigger book?</i>            I want the bigger book.</p>	<ul style="list-style-type: none"> <li>▪ Role-play borrowing something from a classmate or teacher.</li> <li>▪ Play "Restaurant" game using takeout menus and take role of drawn card to place order with make specific request or take order and restate order.</li> <li>▪ Play "store" using catalogues or newspaper advertisements.</li> </ul>
		<p><i>Can I use your red crayon?</i>            Yes. (Gives crayon.)</p> <p><i>Can you close the door, please?</i>            Yes.</p>	<p><i>Can I use your red crayon?</i>            Yes, you can. (Gives crayon.)</p> <p><i>Can you close the door, please?</i>            Yes, I can.  <i>Thank you.</i>            You're welcome.</p>	
		<p>A salad, please. No tomatoes.            A taco, please.            Two cookies.</p>	<p>I want a salad, please. I do not (don't) want tomatoes.            May I have a taco, please?            Can I have two cookies?</p>	
		<p>A jacket, please. I am cold.            I need a pencil.</p>	<p>I need a jacket, please. It is cold.            I need a new pencil, please.</p>	

# Interpersonal Communication

Language Function	Focus Forms with Examples	Sample Prompts & Responses		Suggestions for Taking it to Application
		Intermediate	High Intermediate	
<b>Express needs and make requests</b>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Suggestions for Topics:</b> <ul style="list-style-type: none"> <li>▪ Classroom activities</li> <li>▪ Shopping</li> <li>▪ Restaurant or cafeteria</li> <li>▪ Playground</li> </ul> </div>	<b>Expanded sentences with verbs and verb phrases:</b>  <i>borrow/use/have</i>  <i>need some /want a/would like to</i>   <b>Questions with:</b>  <i>May, can</i>  <i>Could, would</i>   <b>Adjectives</b>  <i>Another</i>  <i>An extra</i>  <i>Some</i>   <b>Comparative Adjectives</b>  <i>smaller, drier, saltier, sweeter</i>	<i>May I please use your ____?</i> <i>Can I please have a ____?</i> Yes, you can use the _____. Sorry, I don't have a _____. You can have it when I'm done. <i>Thank you for sharing _____ (your crayons, the game, the ball, etc.).</i>	<i>May I borrow your ____, please?</i> <i>Could you give me a ____?</i> Sure. Don't forget to give it back. Sorry, I don't have an extra one. You can have it when I'm finished. <i>Thank you for sharing ____ with me.</i>	<ul style="list-style-type: none"> <li>▪ Role-play borrowing something from someone.</li> <li>▪ Act out a scenario: losing a possession, such as a jacket, backpack, etc), asking someone to help you find it, then thanking them for helping.</li> <li>▪ Play "Restaurant" game using take out menus and take role of drawn card to place order with make specific request or take order and restate order.</li> <li>▪ Play "store" using catalogues or newspaper advertisements.</li> </ul>
		<i>Could you close the door?</i> Yes, of course.	<i>Would you please close the door?</i> I'd be glad to.	
		I would like a/some _____. But I don't want any _____. I want _____, please. But I don't want _____ on (with) it. Is there any _____ (chocolate milk)? Is there any more _____? I want some, please. May I have a _____ (smaller size), please?	I would like to order _____. Please do not put _____ (a pickle) on my _____ (hamburger). I would like a _____. But no _____, please. I'd like another _____, please. Is there any _____ left? I would like more, please. Would you please bring me a different size?	
		Can I have a _____, please? I need a _____ (jacket, break, new pencil) because _____ (it's cold, I'm tired, this one is broken).	I would like _____, please? I'm _____ (cold, tired). Can I _____ (go get my jacket, take a break) please?	

# Interpersonal Communication

Language Function	Focus Forms with Examples	Sample Prompts & Responses		Suggestions for Taking it to Application
		Early Advanced	Advanced	
<b>Express needs and make requests</b>  <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <b>Suggestions for Topics:</b> <ul style="list-style-type: none"> <li>▪ Classroom activities</li> <li>▪ Shopping</li> <li>▪ Restaurant or cafeteria</li> <li>▪ Playground</li> </ul> </div>	<b>Expanded sentences with courtesy phrases:</b>  <i>Would you be willing</i>  <i>Can I trouble you</i>  <i>Would you mind</i>  <i>Would prefer/rather</i>  <b>Questions with:</b>  <i>May, can, could, would</i>  <b>Adjectives</b>  <i>Another, an extra, a handful, a couple of, several</i>  <b>Idiomatic expressions:</b>  <i>Lend me a hand, have my heart set on, My pleasure</i>	<i>Do you think it would be all right if I borrowed your _____ now?</i>  <i>Could you loan me your _____?</i>  <i>Would you be willing to let me borrow _____?</i>  Of course (sure), you can borrow the _____ (now, when I finish, when I'm done).		<b>Everyday Applications:</b> <ul style="list-style-type: none"> <li>▪ Role-play borrowing something from someone.</li> <li>▪ Act out a scenario: losing a possession, such as a jacket, backpack, etc), asking someone to help you find it, then thanking them for helping.</li> <li>▪ Play "Restaurant" game using take out menus and take role of drawn card to place order with make specific request or take order and restate order.</li> <li>▪ Play "store" using catalogues or newspaper advertisements.</li> </ul>
		<i>Would you mind _____ (closing the door, helping me carry this, etc.)?</i>  Not at all. No problem. Of course. I'd be glad to.		
		In a store, restaurant or cafeteria: I'm looking for a/an/some _____?  Would you help me find a/an/some _____?  I ordered this _____ to go. Can you wrap it up, please?  I (was hoping) had my heart set on chocolate milk. Is it all gone? Is there any left?  That's not quite the _____ (I'm looking for, had in mind).  I would (I'd) prefer/like/rather have _____.		
		I will need to use several/a few/a couple of _____. Is that O.K.?  I'm _____ (cold, tired). Can I _____ (go get my jacket, take a break) please?  I would like (prefer) to read a different story. This one is too scary and I'm not enjoying it.		