

Speaking – production of oral language, including

- sounds, stress, and intonation,
- directions and processes,
- questions,
- discussions, and
- oral presentations

Reading – comprehension of written language, including

- phonemic awareness,
- phonics and decoding,
- vocabulary development,
- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student's expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student's independent ELP level; that is, teach to a student's potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student's ability to participate in appropriately scaffolded, higher-order thinking activities.