dynamic language learning progressions

Description of Target Language Features

(DLLP High Leverage Language Features)

Full descriptions of each feature are found in the Content Guide.

Sophistication of topic vocabulary			(*Content Guide*, pp. 50-52)
Small, essential topic vocabulary progressing to a more extensive topic lexicon and use of precise/low frequency topic vocabulary			
Not evident - 0	Emergent - 1	Developing - 2	Controlled - 3
No use of topic vocabulary[1] in English or only repeating vocabulary from prompt [i.e. *clean*(v), *teeth*] [1]*Topic vocabulary*: words that would be typically used to explain details about the topic	Use of some essential topic vocabulary[2] not from prompt No use of topic vocabulary beyond the essential words [2]*Essential topic vocabulary*: the relatively small set of topic vocabulary words most speakers or writers are likely to rely on in order for the listener or reader to understand the topic being explained	Mostly accurate use of a variety of topic vocabulary (including essential topic vocab not from prompt and some precise, topic-related words beyond the essential words) Use of sufficient topic vocabulary (including words from prompt) to make the context clear Possible use of imprecise/general terms in place of technical vocabulary[3] or deictic referents (*it, that, these*, etc.) in place of topic words	Appropriate and accurate use of a variety of precise topic and technical vocabulary (comprised of essential topic vocab not from prompt, as well as many words beyond the essential words, including at least one technical word[3]) Possible use of low-frequency words that enliven the explanation or evoke an image (aka vivid vocab) [3]*Technical topic vocabulary*: words not likely to be encountered outside a discipline; specialized and content-specific words

Sophistication of sentence structure			(*Content Guide*, pp. 60-63)
Simple sentences progressing to complex sentences			
Not evident - 0	Emergent - 1	Developing - 2	Controlled - 3
One word responses 2 or more word phrases not in English word order Response in a language other than English Sentence fragments placed in English word order	Simple sentences Compound sentences May or may not be accurate No use of embedding (dependent clauses)	Must attempt sentences with complex clause structures (i.e., an independent clause and at least one dependent clause) May have repetitive use of one dependent structure, such as relative, adverbial, or noun clauses May or may not be accurate Simple and compound sentences mostly accurate and grammatically correct	Use of a variety of complex clause structures, including relative, adverbial, or noun clauses Simple and compound sentences are accurate and grammatically correct

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Establishment of advanced relationships between ideas			(Content Guide, pp. 72-63)
Causal, adversative, conditional, comparative, and contrastive discourse connectors			
Not evident - 0	Emergent - 1	Developing - 2	Controlled - 3
No discourse connectors (causal, conditional, comparative, contrastive) between phrases and clauses to link advanced relationships between ideas No clarity in relationships between ideas	Singular or repetitive use of 1 discourse connector to establish an advanced relationship Possible use of inaccurate or illogical discourse connector within context of establishing distinct relationships between ideas	Minimum of 2 different discourse connectors to establish an advanced relationship Most often displays clarity in relationships between ideas	At least 3 different discourse connectors to establish an advanced relationship **AND** a minimum of 2 different connector words for the same type of relationship (causal, conditional, etc. – see below) Maintains clarity in relationships between ideas

Below is a list of common connectors that establish advanced relationships (this is not an exhaustive list):

- Causal connectors: *because, so, since, therefore, as a result, (in order) to, for,* and**
- Conditional connectors: *when,** if (…then), whenever*
- Comparative connectors: *like, as (though/if/…as), likewise, [adj.] + than*

- Contrastive connectors: *but, or, otherwise, however, instead of, though, although, even though, even so, except, while,** otherwise, on the other hand, whereas, nevertheless, meanwhile***

* Non-conventional use of a discourse connector ** Depending on use, may not be a connector

Coherence of the explanation			(*Content Guide*, pp. 68-72)
Temporal connectors			
Not evident - 0	Emergent - 1	Developing - 2	Controlled - 3
Lack of coherence in sequencing *any* statement No mental schema for explaining in a way that makes sense to the naïve listener Steps or process being explained are largely incomprehensible to the listener	Some coherence by logically sequencing of 1-2 statements using at least 1 conjunction (*and, but, in addition,* etc.), or 1 transitional word (*then, next, first, finally*, etc.) to make the linkage Some evidence of a mental schema but may include several incomplete thoughts/sentences Explanations may require a lot of effort from a listener to understand the steps or process being explained	Logical sequencing of *most* statements Repertoire includes some different discourse connectors (should include both conjunctions and transitional words) Evidence of a mental schema but may include 1-2 incomplete thoughts/sentences Explanations may require some effort from a listener to understand the steps or process being explained	Logical sequencing of *all* statements Repertoire includes many different discourse connectors (should include both conjunctions and transitional words) Evidence of a clear schema from which the explanation is crafted Explanations require very little or no effort from a listener to understand the steps or process being explained

Coherence shows that a child is taking account of the listener's needs as they explain. Coherence is established in the following ways:

1) Successful sequencing of statements using organizing discourse connectors including the following:
   - *Conjunctions* include (but are not limited to): *and, plus, in addition*
   - *Transitional words* include (but are not limited to): *first, next, after, once, finally, (and) then, while*
2) The use of complete sentences, even if the sentences are not necessarily syntactically complex. Use of complete sentences suggests evidence of the child's mental schema for the steps or process being explained. In contrast, sentence fragments or disconnected phrases can lead to an overall lack of coherence.