

English Language Proficiency Standards: At A Glance

Updated December 22, 2014



These English Language Proficiency standards illuminate the social and academic uses of language inherent in – and needed to fully access – the new, language-rich college-and-career-ready content standards. The standards articulate these language dimensions and target uses in progressions that teachers, parents and students themselves can understand and act together on to foster beginning level English language learners (ELLs) “inclusion readiness,” identify intermediate level ELLs’ “challenge zone,” and recognize more advanced level ELLs’ readiness for removal of specialized scaffolds and supports.¹

The ELP standards focus on the “shift from how language and literacy instruction has often been approached both in mainstream English Language Arts (ELA) and in separate courses for ELLs, such as English Language Development (ELD).² Teachers of all disciplines will be instructed on how to apply the ELP standards to their planning and instruction by focusing on the critical language, knowledge about language, and skills using language that are in college- and career-ready standards and that are necessary for the ELLs to be successful in school.

The ELP standards focus on the language needed to access college- and career-ready standards in English Language Arts (ELA) and Literacy, Mathematics, and Science rather than supporting ELLs’ development of English language proficiency in a manner that is decontextualized from the general education curriculum.

Proficiency levels 1 through 5 describe targets for student performance by the end of each ELP level at a particular point in time. Students may demonstrate a range of abilities within each ELP level. The linear progressions in this document are done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. A student’s learning expectation should be seen as a continuum of development; therefore an English language proficiency level identifies a particular stage of English language development (e.g. “a student at Level 1 or a student whose listening performance is at Level 1”).

For assistance with professional development to assist teachers transition instruction to these new ELP standards, please see links on the English Language Proficiency Standards webpage.

Footnotes:

¹Stanford University. (2012). Policy Statement From the Understanding Language Initiative. Stanford, CA http://108.166.93.97/sites/default/files/u11/The%20Purpose%20of%20English%20Language%20Proficiency%20Standards_FINAL.pdf

²Strategic Initiative: English Language Proficiency Standards Professional Learning Grant (January 2, 2014). Page 10.

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Type of information found in this document:

1. One page posters for kindergarten, grade 1, grade band 2-3, grade band 4-5, grade band 6-8, and grade band 9-12
2. The 10 standards are detailed for each grade band by proficiency levels 1-5

Purpose/Uses for this document:

1. To provide teachers with a grade band pull-out for their desk or wall to familiarize themselves with the ELP standards
2. Districts may choose to ask teachers to highlight the proficiency describing the ELL’s current status.
3. Title III coordinators, district instructional coaches, department chairs, and others, may use this to identify responsibility for instruction of the standards throughout schools and districts, in both ELD classrooms, and ELA/literacy, mathematics, science, and other content and career-focused classrooms.

Kindergarten: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|--------------|---|---|---|--|--|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| K.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | with prompting and support (including context and visual aids), use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words from read-alouds and oral presentations of information or stories. | with prompting and support (including context and visual aids), use an emerging set of strategies to: <ul style="list-style-type: none"> identify some key words and phrases from read-alouds and oral presentations. | with prompting and support (including context and visual aids), use a developing set of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about key details from read-alouds and oral presentations. | with prompting and support (including context and visual aids), use an increasing range of strategies to: <ul style="list-style-type: none"> identify main topics answer questions about key details or parts of stories retell events from read-alouds, picture books, and oral presentations. | with prompting and support (including context and visual aids), use a wide range of strategies to: <ul style="list-style-type: none"> identify main topics answer questions about key details retell familiar stories from read-alouds, picture books, and oral presentations. |
| K.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | <ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and wh- questions about familiar topics. | <ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions about familiar topics. | <ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions about familiar topics. | <ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. | <ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics. |
| K.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. | <ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. | <ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. | <ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. | <ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics, experiences, or events. | <ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events. |
| K.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. | <ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. | <ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. | <ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control. | <ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. | <ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. |
| K.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | with prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or from a provided source. | with prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. | with prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing developing control. | with prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. | with prompting and support from adults, <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. |
| K.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | with prompting and support, <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. | with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points. |
| K.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | <ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. | <ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to. |
| K.8 | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events. |
| K.9 | An ELL can . . . create clear and coherent grade-appropriate speech and text. | [Standard introduced at Level 3.] | [Standard introduced at Level 3.] | with support (including visual aids, context), <ul style="list-style-type: none"> retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., <i>and, then</i>). | with support (including visual aids, context), <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words. | with support (including visual aids), <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words. |
| K.10 | An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. | with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. | with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh-questions produce a few simple sentences in shared language activities. | with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities. | with support (context and visual aids), <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, prepositions, and question words use and respond to question words; produce and expand simple sentences in shared language activities. | with increasing independence, <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh-questions) produce and expand simple sentences in shared language activities. |

Grade 1: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|--------------|---|---|---|---|--|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 1.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | with prompting and support (including context and visual aids), use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words from read-alouds, picture books, and oral presentations. | use an emerging set of strategies to: <ul style="list-style-type: none"> identify key words and phrases from read-alouds, simple written texts, and oral presentations. | use a developing set of strategies to: <ul style="list-style-type: none"> identify main topics, answer questions about key details retell some key details or events from read-aloud texts, simple written texts, and oral presentations. | use an increasing range of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations. | use a wide range of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about key details retell stories, including key details from read-alouds, written texts, and oral presentations. |
| 1.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | <ul style="list-style-type: none"> listen to short conversations respond to simple yes/no and some wh- questions about familiar topics. | <ul style="list-style-type: none"> participate in short conversations take turns respond to simple yes/no and wh- questions about familiar topics. | <ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions about familiar topics. | <ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of his or her own about a variety of topics and texts. | <ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments about a variety of topics and texts. |
| 1.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. | <ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. | <ul style="list-style-type: none"> communicate simple messages about familiar topics, experiences, or events. | <ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. | using simple sentences and drawings or illustrations, <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. | including a few descriptive details, <ul style="list-style-type: none"> deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events. |
| 1.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. | <ul style="list-style-type: none"> express a preference or opinion about familiar topics or experiences. | <ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. | <ul style="list-style-type: none"> express an opinion give a reason for the opinion about familiar stories, experiences, or events. | <ul style="list-style-type: none"> express opinions give a reason for the opinion about a variety of texts topics, experiences, and events. | <ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events. |
| 1.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information label information from provided sources showing limited control. | with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information from provided sources showing emerging control. | with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information from provided sources showing developing control. | with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing increasingly independent control. | with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing independent control. |
| 1.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | [Standard introduced at Level 2.] | with prompting and support, <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. | <ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. | <ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. | <ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point. |
| 1.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | [Standard introduced at Level 3.] | [Standard introduced at Level 3.] | <ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. | <ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. | <ul style="list-style-type: none"> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to. |
| 1.8 | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. | with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. | using sentence-level context and visual aids, <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events. | using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events. | using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed, -ing, and some common prefixes</i>), <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events. |
| 1.9 | An ELL can . . . create clear and coherent grade-appropriate speech and text. | [Standard introduced at Level 2.] | with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> retell an event present simple information with emerging control of some frequently occurring linking words. | with support (including modeled sentences), <ul style="list-style-type: none"> retell (in speech or writing) a simple sequence of events in the correct order present simple information with developing control of some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>). | <ul style="list-style-type: none"> recount two or three events in sequence present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>). | <ul style="list-style-type: none"> recount a more complex sequence of events in the correct order introduce a topic provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). |
| 1.10 | An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. | with support (including context and visual aids), <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions. | with support (including visual aids and sentences) <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and, but, or</i>) produce simple sentences. | with support (including modeled sentences), <ul style="list-style-type: none"> use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences in response to prompts. | <ul style="list-style-type: none"> use an increasing number of singular and plural nouns, and verbs use present and past verb tenses with appropriate subject-verb agreement use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences in response to prompts. | <ul style="list-style-type: none"> use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts. |

Grade Band 2-3: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|---------------|---|--|---|--|--|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 2-3.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | use a very limited set of strategies to: <ul style="list-style-type: none">• identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. | use an emerging set of strategies to: <ul style="list-style-type: none">• identify some key words and phrases• identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. | use a developing set of strategies to: <ul style="list-style-type: none">• identify the main topic or message• answer questions• retell some key details from read-alouds, simple written texts, and oral presentations. | use an increasing range of strategies to: <ul style="list-style-type: none">• determine the main idea or message• identify or answer questions about some key details that support the main idea/message• retell a variety of stories from read-alouds, written texts, and oral presentations. | use a wide range of strategies to: <ul style="list-style-type: none">• determine the main idea or message• tell how key details support the main idea• retell a variety of stories from read-alouds, written texts, and oral communications. |
| 2-3.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | • listen to and occasionally participate in short conversations <ul style="list-style-type: none">• respond to simple yes/no and some wh- questions. about familiar topics. | • participate in short conversations, discussions, and written exchanges <ul style="list-style-type: none">• take turns• respond to simple yes/no and wh- questions about familiar topics. | • participate in short discussions and written exchanges <ul style="list-style-type: none">• follow the rules for discussion• ask questions to gain information or clarify understanding• respond to the comments of others• contribute his or her own comments about familiar topics and texts. | • participate in discussions, conversations, and written exchanges <ul style="list-style-type: none">• follow the rules for discussion• ask and answer questions• build on the ideas of others• contribute his or her own ideas about a variety of topics and texts. | • participate in extended discussions, conversations, and written exchanges <ul style="list-style-type: none">• follow the rules for discussion• ask and answer questions• build on the ideas of others• express his or her own ideas about a variety of topics and texts. |
| 2-3.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. | • communicate simple information about familiar texts, topics, experiences, or events. | • deliver simple oral presentations <ul style="list-style-type: none">• compose written texts about familiar texts, topics, experiences, or events. | • deliver short oral presentations <ul style="list-style-type: none">• compose written narratives• compose informational texts about familiar texts, topics, experiences, or events. | • deliver short oral presentations <ul style="list-style-type: none">• compose written narratives• compose informational texts about a variety of texts, topics, experiences, or events. | with some details, <ul style="list-style-type: none">• deliver oral presentations• compose written narratives• compose informational texts about a variety of texts, topics, experiences, or events. |
| 2-3.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. | • express an opinion about a familiar topic. | • express an opinion about a familiar topic or story. | • express an opinion <ul style="list-style-type: none">• give one or more reasons for the opinion about a familiar topic or story. | • introduce a topic <ul style="list-style-type: none">• express opinions• give several reasons for the opinions about a variety of topics. | • introduce a topic <ul style="list-style-type: none">• express opinions• give several reasons for the opinions• provide a concluding statement about a variety of topics. |
| 2-3.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | with prompting and support, <ul style="list-style-type: none">• carry out short individual or shared research projects• gather information from provided sources• label information. | with prompting and support, <ul style="list-style-type: none">• carry out short individual or shared research projects• recall information from experience• gather information from provided sources• record some information/observations in simple notes. | with prompting and support, <ul style="list-style-type: none">• carry out short individual or shared research projects• recall information from experience• gather information from provided sources• record information/observations in orderly notes. | with prompting and support, <ul style="list-style-type: none">• carry out short individual or shared research projects,• recall information from experience• gather information from multiple sources• sort evidence into provided categories. | • carry out short individual or shared research projects, <ul style="list-style-type: none">• recall information from experience• gather information from multiple sources• sort evidence into categories. |
| 2-3.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | with prompting and support, <ul style="list-style-type: none">• use a few frequently occurring words and phrases to identify a point an author or a speaker makes. | with prompting and support, <ul style="list-style-type: none">• identify a reason an author or a speaker gives to support the main point. | • tell how one or two reasons support the main point an author or a speaker makes. | • tell how one or two reasons support the specific points an author or a speaker makes. | • describe how reasons support the specific points an author or a speaker makes. |
| 2-3.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | • recognize the meaning of some words learned through conversations, reading, and being read to. | • show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom <ul style="list-style-type: none">• use some words learned through conversations, reading, and being read to. | • compare examples of the formal and informal use of English <ul style="list-style-type: none">• (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. | • adapt language choices, as appropriate, to formal and informal contexts <ul style="list-style-type: none">• (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. | • adapt language choices, as appropriate, to formal and informal contexts <ul style="list-style-type: none">• (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. |
| 2-3.8 | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. | relying heavily on visual aids, context, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">• ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none">• determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expression in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), <ul style="list-style-type: none">• determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions• (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events. | using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), <ul style="list-style-type: none">• determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions• (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events. |
| 2-3.9 | An ELL can . . . create clear and coherent grade-appropriate speech and text. | with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none">• communicate simple information about an event or topic• use a narrow range of vocabulary and syntactically simple sentences with limited control. | with support (including visual aids and modeled sentences), <ul style="list-style-type: none">• communicate simple information about a topic• recount two events in sequence• use frequently occurring linking words (e.g., and, then) with emerging control. | with support (including modeled sentences), <ul style="list-style-type: none">• present a few pieces of information about a topic• recount a short sequence of events• use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. | with increasingly independent control, <ul style="list-style-type: none">• introduce an informational topic• present facts about the topic• recount a sequence of events, using temporal words (before, after, soon)• use linking words (e.g., because, and, also) to connect ideas and events• provide a concluding statement about the topic. | with independent control, <ul style="list-style-type: none">• introduce an informational topic• present facts about the topic• use temporal words to recount a coherent sequence of events,• use linking words (e.g., because, and, also) to connect ideas and events• provide a concluding statement about the topic. |
| 2-3.10 | An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. | with support (including context and visual aids), <ul style="list-style-type: none">• understand and use a small number of frequently occurring nouns and verbs• respond to simple questions. | with support (including visual aids and modeled sentences), <ul style="list-style-type: none">• recognize and use some frequently occurring collective nouns (e.g. group)• recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions• produce simple sentences in response to prompts. | with support (including modeled sentences), <ul style="list-style-type: none">• use some collective nouns• use the past tense of some frequently occurring irregular verbs• use some frequently occurring adjectives, adverbs, and conjunctions• produce and expand simple and some compound sentences. | | • use collective and commonly occurring abstract nouns (e.g. childhood) <ul style="list-style-type: none">• use the past tense of frequently occurring irregular verbs• use an increasing number of adjectives, adverbs, and conjunctions• produce and expand simple, compound, and (at Grade 3) a few complex sentences. |

Grade Band 4-5: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|---------------|---|---|--|---|---|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 4-5.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | use a very limited set of strategies to: <ul style="list-style-type: none">• identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. | use an emerging set of strategies to: <ul style="list-style-type: none">• identify the main topic• retell a few key details from read-alouds, simple written texts, and oral presentations. | use a developing set of strategies to: <ul style="list-style-type: none">• determine the main idea or theme, and• retell a few key details• retell familiar stories from read-alouds, simple written texts, and oral presentations. | use an increasing range of strategies to: <ul style="list-style-type: none">• determine the main idea or theme, and• explain how some key details support the main idea or theme• summarize part of a text from read-alouds, written texts, and oral presentations. | use a wide range of strategies to: <ul style="list-style-type: none">• determine two or more main ideas or themes• explain how key details support the main ideas or themes• summarize a text from read-alouds, written texts, and oral presentations. |
| 4-5.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | • participate in short conversations <ul style="list-style-type: none">• participate in short written exchanges• actively listen to others• respond to simple questions and some wh- questions about familiar topics. | • participate in short conversations <ul style="list-style-type: none">• participate in short written exchanges• actively listen to others• respond to simple questions and wh- questions about familiar topics and texts. | • participate in short conversations and discussions <ul style="list-style-type: none">• participate in short written exchanges• respond to others' comments• add some comments of his or her own• ask and answer questions about familiar topics and texts. | • participate in conversations and discussions <ul style="list-style-type: none">• participate in written exchanges• build on the ideas of others• express his or her own ideas• ask and answer relevant questions• add relevant information and evidence• ask and answer questions about a variety of topics and texts. | • participate in extended conversations and discussions <ul style="list-style-type: none">• participate in extended written exchanges• build on the ideas of others• express his or her own ideas clearly• pose and respond to relevant questions• add relevant and detailed information using evidence• summarize the key ideas expressed about a variety of topics and texts. about a variety of topics and texts. |
| 4-5.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. | • communicate simple information about familiar texts, topics, events, or objects in the environment. | • deliver short oral presentations <ul style="list-style-type: none">• compose written texts about familiar texts, topics, and experiences. | including a few details, <ul style="list-style-type: none">• deliver short oral presentations• compose written narratives or informational texts about familiar texts, topics, and experiences. | including some details, <ul style="list-style-type: none">• deliver short oral presentations• compose written narratives or informational texts about a variety of texts, topics, and experiences. | including details and examples to develop a topic, <ul style="list-style-type: none">• deliver oral presentations• compose written narrative or informational texts about a variety of texts, topics, and experiences. |
| 4-5.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. | • express an opinion about a familiar topic. | • construct a simple claim about a familiar topic <ul style="list-style-type: none">• give a reason to support the claim. | • construct a claim about familiar topics <ul style="list-style-type: none">• introduce the topic• provide a few reasons or facts to support the claim. | • construct a claim about a variety of topics <ul style="list-style-type: none">• introduce the topic• provide several reasons or facts to support the claim• provide a concluding statement. | • construct a claim about a variety of topics <ul style="list-style-type: none">• introduce the topic• provide logically ordered reasons or facts to support the claim• provide a concluding statement. |
| 4-5.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | • recall information from experience <ul style="list-style-type: none">• gather information from a few provided sources• label some key information. | • recall information from experience <ul style="list-style-type: none">• gather information from print and digital sources• record some information. | • recall information from experience <ul style="list-style-type: none">• gather information from print and digital sources to answer a question• identify key information in orderly notes. | • recall information from experience <ul style="list-style-type: none">• gather information from print and digital sources• record information in organized notes, with charts, tables, or other graphics, as appropriate• identify key information in orderly notes.• provide a list of sources. | • recall information from experience <ul style="list-style-type: none">• gather information from print and digital sources• summarize key ideas and information in detailed and orderly notes, with graphics as appropriate• provide a list of sources. |
| 4-5.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | • identify a point an author or speaker makes. | • identify a reason an author or speaker gives to support a main point <ul style="list-style-type: none">• agree or disagree with the author or speaker. | • tell how one or two reasons support the specific points an author or speaker makes or fails to make. | • describe how reasons support the specific points an author or speaker makes or fails to make. | • explain how an author or speaker uses reasons and evidence to support or fail to support particular points <ul style="list-style-type: none">• (at grade 5) identify which reasons and evidence support which points. |
| 4-5.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | • recognize the meaning of some words learned through conversations, reading, and being read to. | with emerging control, <ul style="list-style-type: none">• adapt language choices to different social and academic contexts• use some words learned through conversations, reading, and being read to. | with developing control, <ul style="list-style-type: none">• adapt language choices according to purpose, task, and audience• use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text. | with increasing ease, <ul style="list-style-type: none">• adapt language choices and style (includes register) according to purpose, task, and audience• use a wider range of general academic and content-specific words and phrases in speech and writing. | • adapt language choices and style according to purpose, task, and audience <ul style="list-style-type: none">• use a wide variety of general academic and content-specific words and phrases in speech and writing. |
| 4-5.8 | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. | relying heavily on context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">• recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts• about familiar topics, experiences, or events. | using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">• determine the meaning of some frequently occurring words, phrases, and expressions• in simple oral discourse, read-alouds, and written texts• about familiar topics, experiences, or events. | using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none">• determine the meaning of frequently occurring words and phrases• determine the meanings of some idiomatic expressions• in texts about familiar topics, experiences, or events. | using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none">• determine the meaning of general academic and content-specific words, phrases• determine the meaning of a growing number of idiomatic expressions• in texts about a variety of topics, experiences, or events. | using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none">• determine the meaning of general academic and content-specific words and phrases• determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. |
| 4-5.9 | An ELL can . . . create clear and coherent grade-appropriate speech and text. | with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none">• communicate simple information about an event or topic• use a narrow range of vocabulary and syntactically simple sentences | with support (including visual aids and modeled sentences), <ul style="list-style-type: none">• communicate simple information about a topic• recount a simple sequence of events in order• use frequently occurring linking words (e.g., and, then) | with support (including modeled sentences), <ul style="list-style-type: none">• introduce an informational topic• present one or two facts about the topic• recount a short sequence of events in order• use an increasing range of temporal and other linking words (e.g., next, because, and, also)• provide a concluding statement | • introduce an informational topic <ul style="list-style-type: none">• develop the topic with facts and details | • introduce an informational topic <ul style="list-style-type: none">• develop the topic with facts and details• recount a more detailed sequence of events, with a beginning, middle, and end• use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)• provide a conclusion |
| 4-5.10 | An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. | with support (including context and visual aids), <ul style="list-style-type: none">• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs• understand and respond to simple questions. | with support (including visual aids and modeled sentences), <ul style="list-style-type: none">• use some relative pronouns (e.g., who, whom, which, that),• use relative adverbs (e.g., where, when, why),• use some relative adverbs (e.g., where, when, why),• use some prepositional phrases• produce and expand simple and compound sentences. | with support (including modeled sentences), <ul style="list-style-type: none">• use relative pronouns (e.g., who, whom, which, that),• use relative adverbs (e.g., where, when, why),• use prepositional phrases• use subordinating conjunctions• produce and expand simple, compound, and a few complex sentences. | • use relative pronouns (e.g., who, whom, which, that), <ul style="list-style-type: none">• use relative adverbs (e.g., where, when, why)• use prepositional phrases• use subordinating conjunctions• use the progressive and perfect verb tenses• produce and expand simple, compound, and complex sentences. | • use relative pronouns (e.g., who, whom, which, that), <ul style="list-style-type: none">• use relative adverbs (e.g., where, when, why)• use prepositional phrases• use subordinating conjunctions• use the progressive and perfect verb tenses• produce and expand simple, compound, and complex sentences. |

Grade Band 6-8: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|--------------|--|--|---|---|--|--|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 6-8.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | use a very limited set of strategies to: <ul style="list-style-type: none">• identify a few key words and phrases in oral communications and simple written texts. | use an emerging set of strategies to: <ul style="list-style-type: none">• identify the main topic in oral communications and simple written texts• retell a few key details. | use a developing set of strategies to: <ul style="list-style-type: none">• determine the central idea or theme in simple oral presentations or written text• explain how the theme is supported by specific details• summarize part of the text. | use an increasing range of strategies to: <ul style="list-style-type: none">• determine two or more central ideas or themes in oral presentations or written text• explain how the central ideas/themes are supported by specific textual details• summarize a simple text. | use a wide range of strategies to: <ul style="list-style-type: none">• determine central ideas or themes in oral presentations or written text• explain how the central ideas/themes are developed by supporting ideas or evidence• summarize a text. |
| 6-8.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | <ul style="list-style-type: none">• participate in short conversational and written exchanges on familiar topics• present simple information• respond to simple questions and some wh-questions. | <ul style="list-style-type: none">• participate in short conversational and written exchanges on familiar topics and texts• present information and ideas• respond to simple questions and wh-questions. | <ul style="list-style-type: none">• participate in conversations, discussions, and written exchanges on familiar topics and texts• build on the ideas of others• express his or her own ideas• ask and answer relevant questions• add relevant information. | <ul style="list-style-type: none">• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues• build on the ideas of others• express his or her own ideas• ask and answer relevant questions• add relevant information and evidence• paraphrase the key ideas expressed. | <ul style="list-style-type: none">• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues• build on the ideas of others• express his or her own ideas clearly• pose and respond to relevant questions• add relevant and specific evidence• summarize the key ideas• reflect on the key ideas expressed. |
| 6-8.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. | <ul style="list-style-type: none">• communicate simple information about familiar texts, topics, and experiences | <ul style="list-style-type: none">• deliver short oral presentations• compose written narratives or informational texts about familiar texts, topics, and experiences, or events | <ul style="list-style-type: none">• deliver short oral presentations• compose written narratives or informational texts• develop texts with some details about familiar texts, topics, and experiences, or events | <ul style="list-style-type: none">• deliver oral presentations• compose written narratives or informational texts• develop texts with some specific details about a variety of texts, topics, and experience. | <ul style="list-style-type: none">• deliver oral presentations• compose written narratives or informational texts• develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. |
| 6-8.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence | <ul style="list-style-type: none">• express an opinion about a familiar topic. | <ul style="list-style-type: none">• construct a claim about a familiar topic• give a reason to support the claim. | <ul style="list-style-type: none">• construct a claim about a familiar topic• introduce the topic• provide several supporting reasons or facts in a logical order• provide a concluding statement. | <ul style="list-style-type: none">• construct a claim about a variety of topics• introduce the topic• provide sufficient reasons or facts to support the claim• provide a concluding statement. | <ul style="list-style-type: none">• construct a claim about a variety of topics• introduce the topic• provide compelling and logically ordered reasons or facts that effectively support the claim• provide a concluding statement. |
| 6-8.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | <ul style="list-style-type: none">• gather information from a few provided sources• label collected information. | <ul style="list-style-type: none">• gather information from provided sources• record some data and information. | <ul style="list-style-type: none">• gather information from multiple provided print and digital sources• summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate• cite sources. | <ul style="list-style-type: none">• gather information from multiple print and digital sources• use search terms effectively• quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate• cite sources• use a standard format for citations. | <ul style="list-style-type: none">• gather information from multiple print and digital sources• use search terms effectively• (at Grade 8) evaluate the credibility of each source• quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate• cite sources• use a standard format for citations. |
| 6-8.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | <ul style="list-style-type: none">• identify a point an author or a speaker makes. | <ul style="list-style-type: none">• identify the main argument an author or a speaker makes• identify one reason an author or a speaker gives to support the argument. | <ul style="list-style-type: none">• explain the argument an author or a speaker makes• distinguish between claims that are supported by reasons and evidence from those that are not. | <ul style="list-style-type: none">• analyze the argument and specific claims made in texts or speech• determine whether the evidence is sufficient to support the claims• cite textual evidence to support the analysis. | <ul style="list-style-type: none">• analyze and evaluate the argument and specific claims made in texts or speech/presentations• determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims• cite textual evidence to support the analysis. |
| 6-8.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | <ul style="list-style-type: none">• recognize the meaning of some words learned through conversations, reading, and being read to. | <ul style="list-style-type: none">with emerging control,<ul style="list-style-type: none">• adapt language choices according to task and audience• begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. | <ul style="list-style-type: none">with developing ease,<ul style="list-style-type: none">• adapt language choices and style according to purpose, task, and audience• use an increasing number of general academic and content-specific words and phrases in speech and short written texts• show developing control of style and tone in oral or written text. | <ul style="list-style-type: none">with increasing ease,<ul style="list-style-type: none">• adapt language choices and style according to purpose, task, and audience• use a wider range of general academic and content-specific academic words and phrases• maintain consistency in style and tone throughout most of oral or written text. | <ul style="list-style-type: none">with ease,<ul style="list-style-type: none">• adapt language choices and style according to purpose, task, and audience,• use a wide variety of complex general academic and content-specific academic words to precisely express ideas• maintain an appropriate and consistent style and tone throughout an oral or written text. |
| 6-8.8 | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. | <ul style="list-style-type: none">relying heavily on context, visual aids, and knowledge of morphology in their native language,• recognize the meaning of a few frequently occurring words and simple phrases. in texts about familiar topics, experiences, or events. | <ul style="list-style-type: none">using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),• determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. | <ul style="list-style-type: none">using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. | <ul style="list-style-type: none">using context, reference materials, and an increasing knowledge of English morphology,• determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. | <ul style="list-style-type: none">using context, reference materials, and knowledge of English morphology,• determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events. |
| 6-8.9 | An ELL can . . . create clear and coherent grade-appropriate speech and text. | <ul style="list-style-type: none">with support (including context and visual aids) and non-verbal communication,• communicate simple information about an event or topic• use a narrow range of vocabulary and syntactically simple sentences with limited control. | <ul style="list-style-type: none">with support (including modeled sentences),• recount a brief sequence of events in order• introduce an informational topic• present one or two facts about the topic• use some commonly occurring linking words (e.g., next, because, and, also)• provide a concluding statement with emerging control. | <ul style="list-style-type: none">• recount a short sequence of events, with a beginning, middle, and end• introduce and develop an informational topic with a few facts and details• use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)• provide a conclusion with developing control. | <ul style="list-style-type: none">• recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end• introduce and develop an informational topic with facts and details• use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)• provide a concluding section with increasingly independent control. | <ul style="list-style-type: none">• recount a complex sequence of events or steps in a process, with a beginning, middle, and end• introduce and effectively develop an informational topic with facts and details• use a wide variety of transitional words and phrases to show logical relationships between events and ideas• provide a concluding section. |
| 6-8.10 | An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. | <ul style="list-style-type: none">• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs• understand and respond to simple questions. | <ul style="list-style-type: none">with support (including visual aids and sentences),• use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases• produce simple and compound sentences. | <ul style="list-style-type: none">with support (including modeled sentences),• use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases• produce and expand simple, compound, and a few complex sentences. | <ul style="list-style-type: none">• use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices• place phrases and clauses within a sentence• recognize and correct most misplaced and dangling modifiers• produce and expand simple, compound, and complex sentences. | <ul style="list-style-type: none">• use intensive/reflexive pronouns• use verbs in the active and passive voices• place phrases and clauses within a sentence• recognize and correct misplaced and dangling modifiers• produce and expand simple, compound, and complex sentences. |

Grade Band 9-12: English Language Proficiency (ELP) Standards At A Glance

| ELP Standard | | By the end of each English language proficiency level, an ELL can . . . | | | | |
|--------------|--|--|--|---|--|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 9-12.1 | An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. | use a very limited set of strategies to: <ul style="list-style-type: none">identify a few key words and phrases in oral communications and simple oral and written texts. | use an emerging set of strategies to: <ul style="list-style-type: none">identify the main topicretell a few key details in oral presentations and simple oral and written texts. | use a developing set of strategies to: <ul style="list-style-type: none">determine the central idea or theme in oral presentations and written textsexplain how the theme is developed by specific details in the textssummarize part of the text. | use an increasing range of strategies to: <ul style="list-style-type: none">determine two central ideas or themes in oral presentations and written textsanalyze the development of the themes/ideascite specific details and evidence from the texts to support the analysissummarize a simple text. | use a wide range of strategies to: <ul style="list-style-type: none">determine central ideas or themes in presentations and written textsanalyze the development of the themes/ideascite specific details and evidence from the texts to support the analysissummarize a text. |
| 9-12.2 | An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | <ul style="list-style-type: none">participate in short conversational and written exchanges on familiar topicspresent informationrespond to simple yes/no questions and some wh-questions. | <ul style="list-style-type: none">participate in short conversational and written exchanges on familiar topics and textspresent information and ideasrespond to simple questions and wh-questions. | <ul style="list-style-type: none">participate in conversations, discussions, and written exchanges on familiar topics, texts, and issuesbuild on the ideas of othersexpress his or her own ideasask and answer relevant questionsadd relevant information and evidencerestate some of the key ideas expressed. | <ul style="list-style-type: none">participate in conversations, discussions, and written exchanges on a range of topics, texts, and issuesbuild on the ideas of othersexpress his or her own ideas clearlysupport points with specific and relevant evidenceask and answer questions to clarify ideas and conclusionssummarize the key points expressed. | <ul style="list-style-type: none">participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issuesbuild on the ideas of othersexpress his or her own ideas clearly and persuasivelyrefer to specific and relevant evidence from texts or research to support his or her ideasask and answer questions that probe reasoning and claimssummarize the key points and evidence discussed. |
| 9-12.3 | An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics. about familiar texts, topics, and experiences. | with support (including modeled sentences), <ul style="list-style-type: none">communicate information | with support (including modeled sentences), <ul style="list-style-type: none">deliver short oral presentationscompose written narratives or informational texts | with support (including modeled sentences), <ul style="list-style-type: none">deliver short oral presentationscompose written informational textsdevelop the topic with a few details | <ul style="list-style-type: none">deliver oral presentationscompose written informational textsfully develop the topic with relevant details, concepts, examples, and informationintegrate graphics or multimedia when useful | <ul style="list-style-type: none">deliver oral presentationscompose written informational textsfully develop the topic with relevant details, concepts, examples, and informationintegrate graphics or multimedia when useful |
| 9-12.4 | An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence. | <ul style="list-style-type: none">express an opinion about a familiar topic. | <ul style="list-style-type: none">construct a claim about familiar topicsintroduce the topicgive a reason to support the claimprovide a concluding statement. | <ul style="list-style-type: none">construct a claim about familiar topicsintroduce the topicprovide sufficient reasons or facts to support the claimprovide a concluding statement. | <ul style="list-style-type: none">construct a claim about a variety of topicsintroduce the topicprovide logically ordered reasons or facts that effectively support the claimprovide a concluding statement. | <ul style="list-style-type: none">construct a substantive claim about a variety of topicsintroduce the claimdistinguish it from a counter-claimprovide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claimprovide a conclusion that summarizes the argument presented. |
| 9-12.5 | An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems. | <ul style="list-style-type: none">gather information from a few provided print and digital sourceslabel collected information, experiences, or events. | <ul style="list-style-type: none">gather information from provided print and digital sourcessummarize data and information. | <ul style="list-style-type: none">carry out short research projects to answer a questiongather information from multiple provided print and digital sourcesevaluate the reliability of each sourceparaphrase key information in a short written or oral reportinclude illustrations, diagrams, or other graphicsprovide a list of sources. | <ul style="list-style-type: none">carry out both short and more sustained research projects to answer a questiongather and synthesize information from multiple print and digital sourcesuse search terms effectivelyevaluate the reliability of each sourceintegrate information into an organized oral or written reportcite sources appropriately. | <ul style="list-style-type: none">carry out both short and more sustained research projects to answer a question or solve a problemgather and synthesize information from multiple print and digital sourcesuse advanced search terms effectivelyevaluate the reliability of each sourceanalyze and integrate information into a clearly organized oral or written textcite sources appropriately. |
| 9-12.6 | An ELL can . . . analyze and critique the arguments of others orally and in writing. | <ul style="list-style-type: none">identify a point an author or a speaker makes. | <ul style="list-style-type: none">identify the main argument an author or speaker makesidentify one reason an author or a speaker gives to support the argument. | <ul style="list-style-type: none">explain the reasons an author or a speaker gives to support a claimcite textual evidence to support the analysis. | <ul style="list-style-type: none">analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,determine whether the evidence is sufficient to support the claim, andcite textual evidence to support the analysis. | <ul style="list-style-type: none">analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,determine whether the evidence is sufficient to support the claim, andcite specific textual evidence to thoroughly support the analysis. |
| 9-12.7 | An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing. | <ul style="list-style-type: none">recognize the meaning of some words learned through conversations, reading, and being read to. | <ul style="list-style-type: none">adapt language choices to task and audience with emerging controluse some frequently occurring general academic and content-specific words in conversation and discussion. | <ul style="list-style-type: none">adapt language choices and style according to purpose, task, and audience with developing easeuse an increasing number of general academic and content-specific words and expressions in speech and written textshow developing control of style and tone in oral or written text. | <ul style="list-style-type: none">adapt language choices and style according to purpose, task, and audienceuse a wider range of complex general academic and content-specific words and phrasesadopt and maintain a formal style in speech and writing, as appropriate. | <ul style="list-style-type: none">adapt language choices and style according to purpose, task, and audience with easeuse a wide variety of complex general academic and content-specific words and phrasesemploy both formal and more informal styles effectively, as appropriate. |
| 9-12.8 | An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text. in texts about familiar topics, experiences, or events. | relying heavily on context, visual aids, and knowledge of morphology in their native language, <ul style="list-style-type: none">recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions | using context, visual aids, reference materials, and knowledge of morphology in their native language, <ul style="list-style-type: none">determine the meaning of frequently occurring words, phrases, and expressions | using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), <ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions | using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions | using context, complex visual aids, reference materials, and consistent knowledge of English morphology, <ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions |
| 9-12.9 | An ELL can . . . create clear and coherent grade-appropriate speech and text. with limited control. | with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none">communicate basic information about an event or topicuse a narrow range of vocabulary and syntactically simple sentences | with support (including modeled sentences), <ul style="list-style-type: none">recount a short sequence of events in order, andintroduce an informational topicprovide one or two facts about the topicuse common linking words to connect events and ideas (e.g., first, next, because) | <ul style="list-style-type: none">recount a sequence of events, with a beginning, middle, and endintroduce and develop an informational topic with facts and detailsuse common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result)provide a conclusion | <ul style="list-style-type: none">recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structureintroduce and develop an informational topic with facts, details, and evidenceuse a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideasprovide a concluding section or statement with increasingly independent control. | <ul style="list-style-type: none">recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological orderintroduce and effectively develop an informational topic with facts, details, and evidenceuse complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideasprovide a concluding section or statement. |
| 9-12.10 | An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing. with support (including modeled sentences), <ul style="list-style-type: none">recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositionsunderstand and respond | with support (including modeled sentences), <ul style="list-style-type: none">use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctionsproduce simple and compound sentences. | with support (including modeled sentences), <ul style="list-style-type: none">use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)use simple clauses (e.g., independent, dependent, relative, adverbial)produce and expand simple, compound and a few complex sentences. | with support (including modeled sentences), <ul style="list-style-type: none">use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)use increasingly complex clausesproduce and expand simple, compound, and complex sentences. | <ul style="list-style-type: none">use complex phrases and clausesproduce and expand simple, compound, and complex sentences. | |