

| Legend | | English for Speakers of Other Language Standards | | | | | | | | | | |
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| | | ELPS Level | 1 | | 2 | | 3 | | 4 | | 5 | |
| | | ESL Level | 1 | 2 | 3 | | 4 | | 5 | | 6 | |
| | | By the end of level #, an ELL can... | | | | | | | | | | |
| English Language Proficiency Anchor Standards | 1 | An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. | use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts. | use an emerging set of strategies to - identify the main topic in oral presentations and simple spoken and written texts - retell a few key details. | use a developing set of strategies to - determine a central idea or theme in oral presentations and spoken and written texts - retell key details - answer questions about key details - explain how the theme is developed by specific details in texts - summarize part of a text. | use an increasing range of strategies to - determine a central idea or theme in oral presentations and spoken and written texts - analyze the development of the themes/ideas - cite specific details and evidence from texts to support the analysis - summarize a text. | use a wide range of strategies to - determine central ideas or themes in oral presentations and spoken and written texts - analyze the development of the themes/ideas - cite specific details and evidence from texts to support the analysis - summarize a text. | | | | | |
| | 2 | An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. | - actively listen to others - participate in short conversations and written exchanges about familiar topics and in familiar contexts - present simple information - respond to simple yes/no questions and some wh-questions. | - participate in short conversations and written exchanges about familiar topics and texts, - present information and ideas, - appropriately take turns in interactions with others, and - respond to simple questions and wh-questions. | - participate in conversations, discussions, and written exchanges about familiar 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; - restate some of the key ideas expressed; - follow rules for discussion; and - ask questions to gain information or clarify understanding. | - participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues; - build on the ideas of others; - express his or her own ideas; - clearly support points with specific and relevant evidence; - ask and answer questions to clarify ideas and conclusions; and - summarize the key points expressed. | - participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues; - build on the ideas of others; - express his or her own ideas clearly and persuasively; - refer to specific and relevant evidence from texts or research to support his or her ideas; - ask and answer questions that probe reasoning and claims; and - summarize the key points and evidence discussed. | | | | | |
| | 3 | An ELL can speak and write about level-appropriate complex literary and informational texts and topics. | with support: - communicate information and feelings about familiar texts, topics, and experiences. | with support: - deliver short oral presentations and - compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. | with support: - deliver short oral presentations, - compose written informational texts, and - develop the topic with a few details about familiar texts, topics, or events. | - deliver oral presentations; - compose written informational texts; - develop the topic with some relevant details, concepts, examples, and information; and - integrate graphics or multimedia when useful about a variety of texts, topics, or events. | - deliver oral presentations; - compose written informational texts; - fully develop the topic with relevant details, concepts, examples, and information; and - integrate graphics or multimedia when useful about a variety of texts, topics, or events. | | | | | |
| | 4 | An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence. | - express an opinion about a familiar topic, experience or event and - give a reason for the opinion. | - construct a claim about familiar topics, experiences, or events; - introduce the topic, experience, or event; - give a reason to support the claim; and - provide a concluding statement. | - construct a claim about familiar topics, - introduce the topic, - provide sufficient reasons or facts to support the claim, and - provide a concluding statement. | - construct a claim about a variety of topics, - introduce the topic, - provide logically ordered reasons or facts that effectively support the claim, and - provide a concluding statement. | - construct a substantive claim about a variety of topics, - introduce the claim, - distinguish it from a counter-claim, - provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and - provide a conclusion that summarizes the argument presented. | | | | | |
| | 5 | An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. | with support: - carry out short, shared research projects; - gather information from a few provided print and digital sources; - label collected information, experiences, or events; and - recall information from experience or from a provided source. | with support: - carry out short individual or shared research projects, - gather information from provided print and digital sources, - record information in simple notes, and - summarize data and information. | with support: - carry out short research projects to answer a question; - gather information from multiple provided print and digital sources; - paraphrase key information in a short written or oral report; - include illustrations, diagrams, or other graphics as appropriate; and - provide a list of sources. | - carry out both short and more sustained research projects to answer a question; - gather information from multiple print and digital sources; - evaluate the reliability of each source; - use search terms effectively; - synthesize information from multiple print and digital sources; - integrate information into an organized oral or written report; and - include illustrations, diagrams, or other graphics as appropriate - cite sources appropriately. | - carry out both short and more sustained research projects to answer a question or solve a problem; - gather information from multiple print and digital sources; - evaluate the reliability of each source; - use advanced search terms effectively; - synthesize information from multiple print and digital sources; - analyze and integrate information into clearly organized spoken and written texts; - include illustrations, diagrams, or other graphics as appropriate; and - cite sources appropriately. | | | | | |

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| English Language Proficiency Anchor Standards | 6 | An ELL can analyze and critique the arguments of others orally and in writing. | with support: - identify a point an author or a speaker makes. | with support: - identify the main argument an author or speaker makes - identify one reason an author or a speaker gives to support the argument. | with support: - explain the reasons an author or a speaker gives to support a claim - identify one or two reasons an author or a speaker gives to support the main point. | - analyze the reasoning in persuasive spoken and written texts - determine whether the evidence is sufficient to support the claim - cite textual evidence to support the analysis. | - analyze and evaluate the reasoning in persuasive spoken and written texts - determine whether the evidence is sufficient to support the claim - cite specific textual evidence to thoroughly support the analysis. |
| | 7 | An ELL can adapt language choices to purpose, task, and audience when speaking and writing. | - show emerging awareness of differences between informal and formal language use - recognize the meaning of some words learned through conversations, reading, and being read to. | - show increasing awareness of differences between informal and formal language use - adapt language choices to task and audience with emerging control in various social and academic contexts - begin to use some frequently occurring general academic and content-specific words. | - adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts - use an increasing number of general academic and content-specific words and expressions in spoken and written texts - show developing control of style and tone in spoken and written texts. | - adapt language choices and style according to purpose, task, and audience in various social and academic contexts - use a wider range of complex general academic and content-specific words and phrases - adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | - adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts - use a wide variety of complex general academic and content-specific words and phrases - employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |
| | 8 | An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. | relying heavily on context, questioning, and knowledge of morphology in their native language(s): - recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events. | using context, questioning, and knowledge of morphology in their native language(s): - determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events. | using context, questioning, and a developing knowledge of English and their native language(s)' morphology: - determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events. | using context, questioning, and an increasing knowledge of English morphology: - determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. | using context, questioning, and consistent knowledge of English morphology: - determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. |
| | 9 | An ELL can create clear and coherent level-appropriate speech and text. | with support: - communicate basic information about an event or topic - use a narrow range of vocabulary and syntactically simple sentences. | with support: - recount a short sequence of events in order - introduce an informational topic - provide one or two facts about the topic - use common linking words to connect events and ideas. | with support: - recount a sequence of events, with a beginning, middle, and end - introduce and develop an informational topic with facts and details - use common transitional words and phrases to connect events, ideas, and opinions - provide a conclusion. | - recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure - introduce and develop an informational topic with facts, details, and evidence - use a variety of more complex transitions to link the major sections of speech and text and to - clarify relationships among events and ideas - provide a concluding section or statement. | - recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order - introduce and effectively develop an informational topic with facts, details, and evidence - use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas - provide a concluding section or statement. |
| | 10 | An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | with support: - recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions - understand and respond to simple questions. | with support: - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions - produce simple and compound sentences. | with support: - use simple phrases - use simple clauses - produce and expand simple, compound, and a few complex sentences. | - use increasingly complex phrases - use increasingly complex clauses - produce and expand simple, compound, and complex sentences. | - use complex phrases and clauses - produce and expand simple, compound, and complex sentences. |