

**Florida Department of Education  
Adult General Education-ESOL  
Curriculum Framework**

<b>ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)</b>	
<b>Program/Course Title</b>	Adult English for Speakers of Other Languages
<b>Program/Course Number</b>	9900040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

**PURPOSE**

The purpose of the Adult ESOL program is to assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics skills and provide an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship. In addition, the Adult ESOL program is designed to lead to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment. *Adult Education and Family Literacy Act (AEFLA), Title II, Section 202, Workforce Innovation and Opportunity Act (WIOA), 2014.*

**STUDENTS**

The Adult Education and Family Literacy Act supports English language learners in the attainment of the following goals:

- Improve their literacy skills in English
- Obtain knowledge and skills for employment and economic self-sufficiency
- Participate in the educational development of their children
- Improve economic opportunities for their families
- Understand the rights and responsibilities of citizenship

Students eligible to enroll in the Adult ESOL course are those who:

- Are age 16 years or older
- Have officially withdrawn from the K12 educational system
- Demonstrate skills below the exit score of level 6 as measured by FDOE-approved assessments

It is not permitted to enroll students in the Adult ESOL and English Literacy and Career Education (ELCATE) courses simultaneously. Students must be withdrawn from the Adult ESOL course before enrolling in ELCATE.

English language learners holding a secondary or postsecondary degree and/or credential may enroll in the Adult ESOL course if their reading and/or listening pretest scores are below the exit score for NRS level 6.

Individuals who wish to enroll and score below the accurate range on the lowest level tests during the initial intake should be given the FDOE Native Language Screening to determine their ability to read and write in their native language. If the scores obtained on the FDOE Native Language Screening indicate they are non-literate or semi-literate in their native language, these students should not be placed in the Adult ESOL course, and be enrolled in the Literacy Skills course instead.

## CURRICULUM FRAMEWORK

Programs and instructors will find the Adult ESOL curriculum framework to be a useful guide for planning and designing a curriculum for their students. As a “framework,” it is a set of “building blocks” for programs to complement with a high-quality curriculum. Programs may use text and digital curricula that align with the content of the Adult ESOL framework.

The framework is aligned to the NRS educational functioning levels, as noted below:

FDOE Adult ESOL Levels	NRS EFLs
1 Foundations	ESL Level 1
2 Low Beginning	ESL Level 2
3 High Beginning	ESL Level 3
4 Low Intermediate	ESL Level 4
5 High Intermediate	ESL Level 5
6 Advanced	ESL Level 6

Completion of EFLs is measured by assessing students with approved assessments in accordance with Rule 6A-6.014, F.A.C. The following tests have been approved by FDOE and the NRS: CASAS (Life and Work 80 Reading Series and 980 Listening Series), TABE CLAS-E, BEST Plus 2.0 and BEST Literacy. See <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml> for additional information.

The framework consists of three parts:

1. College and Career Readiness (CCR) Standards for adult education
2. English Language Proficiency (ELP) Standards for adult education
3. The FDOE Life and Work Competencies

The CCR Standards are listed first because they are the end goal of Adult ESOL students as they work toward achieving their long-term personal and career goals. The CCR Standards represent what students can do at the beginning of each level of Adult ESOL and cover the essential oral and written English communication skills students need for real-world applications.

The ELP Standards are listed below the CCR Standards that they correspond to. The ELP Standards are designed to:

- Support implementation of the Adult Education CCR Standards in all programs statewide.
- Provide guidance to teachers of adult ESOL students at different levels access the CCR standards.
- Make recommendations on the types of linguistic supports that adult ESOL students may need.

In addition, the ELP Standards and CCR Standards reflect three key instructional advances:

1. Complex text: The standards provide regular practice with complex text and academic language.
2. Evidence from text: The standards prioritize students’ ability to cite evidence from literary and informational text across the domains of reading, writing, speaking and listening.
3. Content-rich text: The standards focus not only on English language skills but also on literacy across disciplines of science, social studies and technical subjects, and on students’ ability to build knowledge through comprehension of content-rich informational text.

In lesson planning and classroom instruction, the CCR Standards and ELP Standards work together. The CCR Standards provide academic content and the ELP Standards provide language supports. The CCR Language Arts Standards are distinct from the ELP standards; although there is some overlap, the ELP Standards focus on overall language development in English learners and the CCR Language Arts Standards largely concern accuracy in grammar, punctuation, spelling, and vocabulary.

The 10 ELP Standards focus on all four areas of language acquisition: listening, speaking, reading, and writing. The standards represent different types of skills:

- Standards 1 and 8: Receptive skills of listening and reading
- Standards 3, 4, 7: Productive skills of speaking and writing
- Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- Standards 9 and 10: Linguistic structures of English

ELP Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing*).

The third section of the framework consists of a comprehensive list of Life and Work Competencies. The CCR and ELP Standards should be taught contextually by building lessons around the life and work competencies that relate to students' personal and career goals. Many of the competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

The FDOE Life and Work Competencies have nine subject areas:

1. Communication
2. Employment
3. Community
4. Consumer Education
5. Health
6. Civics
7. Environment
8. Mathematics
9. Learning and Thinking

### **ACCOMMODATIONS**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

### **ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS**

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

### **CAREER AND EDUCATION PLANNING**

The following career development standards are designed to be integrated into the Adult ESOL frameworks to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.

CP.03 Identify career cluster and related pathways that match career and education goals.

CP.04 Develop and manage a career and education plan.

### **DIGITAL LITERACY**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

DL.01 Develop basic keyboarding and numerical keypad skills.

DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

### **Workforce Preparation Activities**

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014). The following workforce preparation activities should be integrated into the classroom instruction.

- 1) Critical Thinking: All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
- 2) Teamwork: All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
- 3) Employment: All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
- 4) Self-Management: All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
- 5) Utilizing Resources: All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
- 6) Using Information: All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
- 7) Understanding Systems: All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

## College and Career Readiness Anchor Standards

### READING FOUNDATIONS CCR ANCHOR STANDARDS

- RF CCR Anchor 2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)
- RF CCR Anchor 3:** Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)
- RF CCR Anchor 4:** Read with sufficient accuracy and fluency to support comprehension. (Fluency)

### READING CCR ANCHOR STANDARDS

- Reading CCR Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Reading CCR Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Reading CCR Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- Reading CCR Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Reading CCR Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)
- Reading CCR Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.
- Reading CCR Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Reading CCR Anchor 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Reading CCR Anchor 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.

### WRITING CCR ANCHOR STANDARDS

- Writing CCR Anchor 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Writing CCR Anchor 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]
- Writing CCR Anchor 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Writing CCR Anchor 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing CCR Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## College and Career Readiness Anchor Standards

**Writing CCR Anchor 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Writing CCR Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**Writing CCR Anchor 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**Writing CCR Anchor 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

## SPEAKING AND LISTENING CCR ANCHOR STANDARDS

**Speaking & Listening CCR Anchor 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**Speaking & Listening CCR Anchor 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**Speaking & Listening CCR Anchor 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Speaking & Listening CCR Anchor 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Speaking & Listening CCR Anchor 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**Speaking & Listening CCR Anchor 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

## LANGUAGE CCR ANCHOR STANDARDS

**Language CCR Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**Language CCR Anchor 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**Language CCR Anchor 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Language CCR Anchor 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**Language CCR Anchor 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Language CCR Anchor 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

**English Language Proficiency Anchor Standards**

**ELPS Anchor 1:** An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

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**ELPS Anchor 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.

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**ELPS Anchor 3:** An ELL can speak and write about level-appropriate complex literary and informational texts and topics.

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**ELPS Anchor 4:** An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

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**ELPS Anchor 5:** An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

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**ELPS Anchor 6:** An ELL can analyze and critique the arguments of others orally and in writing.

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**ELPS Anchor 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

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**ELPS Anchor 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

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**ELPS Anchor 9:** An ELL can create clear and coherent level-appropriate speech and text.

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**ELPS Anchor 10:** An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Correspondences of the College and Career Readiness Standards and the English Language Proficiency Standards for Adult Education

College and Career Readiness Standards		English Language Proficiency Standards									
		ELP1	ELP2	ELP3	ELP4	ELP5	ELP6	ELP7	ELP8	ELP9	ELP10
Reading Foundations	RF1										
	RF2										
	RF3										
	RF4										
Reading	R1	1								9 (E)	
	R2	1								9	
	R3	1								9	
	R4								8	9	
	R5										
	R6										
	R7	1									
	R8						6				
	R9										
	R10										
Writing	W1				4		6				
	W2			3							
	W3			3							
	W4										
	W5							7			
	W6		2								
	W7					5					
	W8					5					
	W9					5					
Speaking and Listening	SL1		2								
	SL2	1									
	SL3						6				
	SL4			3	4	5				9	
	SL5			3		5					
	SL6							7		9	
Language	L1										10
	L2										
	L3										10
	L4								8		
	L5								8		
	L6							7			

READING FOUNDATIONS		CCR AND ELP STANDARDS FOR LEVELS 1-6			READING FOUNDATIONS
ANCHOR	A	B	C	D	
Reading Foundations CCR Anchor Standard 2	Reading Foundations CCR 2 Level A ESOL Levels 1 – 2 – 3	Reading Foundations CCR 2 Level B ESOL Level 4	Reading Foundations CCR 2 Level C ESOL Level 5	Reading Foundations CCR 2 Level D ESOL Level 6	
<b>RF CCR Anchor 2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)</b>	<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>a. Recognize and produce rhyming words.</li> <li>b. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>c. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>d. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> <li>g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>h. Add or substitute individual sounds</li> </ul>	Blank	Blank	Blank	

	(phonemes) in simple, one-syllable words to make new words.			
<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>
<b>Reading Foundations CCR Anchor Standard 3</b>	<b>Reading Foundations CCR 3 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading Foundations CCR 3 Level B ESOL Level 4</b>	<b>Reading Foundations CCR 3 Level C ESOL Level 5</b>	<b>Reading Foundations CCR 3 Level D ESOL Level 6</b>
<b>RF CCR Anchor 3: Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)</b>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Know the spelling-sound correspondences for common consonant digraphs.</p> <p>d. Decode regularly spelled one-syllable words.</p> <p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>f. Know final -e and common vowel team conventions for representing long</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>b. Know spelling-sound correspondences for additional common vowel teams.</p> <p>c. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>d. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Decode words with common Latin suffixes.</p> <p>g. Decode multi-syllable words.</p> <p>h. Recognize and read grade-appropriate irregularly</p>	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	Blank

	<p>vowel sounds.</p> <p>g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>h. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>i. Read words with inflectional endings.</p> <p>j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>k. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>spelled words.</p>		
<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>
<b>Reading Foundations CCR Anchor Standard 4</b>	<b>Reading Foundations CCR 4 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading Foundations CCR 4 Level B ESOL Level 4</b>	<b>Reading Foundations CCR 4 Level C ESOL Level 5</b>	<b>Reading Foundations CCR 4 Level D ESOL Level 6</b>
<b>RF CCR Anchor 4: Read with sufficient accuracy and fluency to support comprehension. (Fluency)</b>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word</p>	Blank

	recognition and understanding, rereading as necessary.	recognition and understanding, rereading as necessary.	recognition and understanding, rereading as necessary.	
No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided
CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING				READING
Reading CCR Anchor Standard 1	Reading CCR 1 Level A ESOL Levels 1 – 2 – 3	Reading CCR 1 Level B ESOL Level 4	Reading CCR 1 Level C ESOL Level 5	Reading CCR 1 Level D ESOL Level 6
<b>Reading CCR Anchor 1</b> <b>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	Ask and answer questions about key details in a text	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Application: Cite specific textual evidence to support analysis of primary and secondary sources. Application: Cite specific textual evidence to support analysis of science and technical texts
ELP ANCHOR STANDARD 1	ELP Level 1 ESOL Levels 1 – 2 – 3	ELP Level 2 ESOL Level 4	ELP Level 3 ESOL Level 5	ELP Level 4 ESOL Level 6
<b>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</b>	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is</li> </ul>	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to</li> </ul>

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
			developed by specific details in texts • summarize part of a text.	support the analysis • summarize a text.
<b>ELP ANCHOR STANDARD 9</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can create clear and coherent level-appropriate speech and text.</b>	By the end of English language proficiency level 1, an ELL can... with support, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences.	By the end of English language proficiency level 2, an ELL can... 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.	By the end of English language proficiency level 3, an ELL can... 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.	By the end of English language proficiency level 4, an ELL can... • 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.
<b>Reading CCR Anchor Standard 2</b>	<b>Reading CCR 2 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR 2 Level B ESOL Level 4</b>	<b>Reading CCR 2 Level C ESOL Level 5</b>	<b>Reading CCR 2 Level D ESOL Level 6</b>
<b>Reading CCR Anchor 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	Identify the main topic and retell key details of a text.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Application: Determine the

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
				central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
<b>ELP ANCHOR STANDARD 1</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</b>	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>
<b>ELP ANCHOR STANDARD 9</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can create clear and coherent level-appropriate speech and text.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> <li>• provide one or two facts about the topic</li> <li>• use common linking words</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>• introduce and develop an informational topic with</li> </ul>

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
		to connect events and ideas.	words and phrases to connect events, ideas, and opinions • provide a conclusion.	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.
<b>Reading CCR Anchor Standard 3</b>	<b>Reading CCR 3 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR 3 Level B ESOL Level 4</b>	<b>Reading CCR 3 Level C ESOL Level 5</b>	<b>Reading CCR 3 Level D ESOL Level 6</b>
<b>Reading CCR Anchor 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (RI.8.3) Application: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). (RH.6-8.3) Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
<b>ELP ANCHOR STANDARD 1</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can construct meaning from oral presentations and</b>	By the end of English language proficiency level 1, an ELL	By the end of English language proficiency level 2, an ELL	By the end of English language proficiency level 3, an ELL	By the end of English language proficiency level 4, an ELL

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
<b>literary and informational text through level-appropriate listening, reading, and viewing.</b>	can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>	can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>
	<b>ELP ANCHOR STANDARD 9</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>
<b>An ELL can create clear and coherent level-appropriate speech and text.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> <li>• provide one or two facts about the topic</li> <li>• use common linking words to connect events and ideas.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional words and phrases to connect events, ideas, and opinions</li> <li>• provide a conclusion.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>• introduce and develop an informational topic with facts, details, and evidence</li> <li>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>• provide a concluding section or statement.</li> </ul>

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
Reading CCR Anchor Standard 4	Reading CCR 4 Level A ESOL Levels 1 – 2 – 3	Reading CCR 4 Level B ESOL Level 4	Reading CCR 4 Level C ESOL Level 5	Reading CCR 4 Level D ESOL Level 6
<b>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.) Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)
ELP ANCHOR STANDARD 8	ELP Level 1 ESOL Levels 1 – 2 – 3	ELP Level 2 ESOL Level 4	ELP Level 3 ESOL Level 5	ELP Level 4 ESOL Level 6
<b>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</b>	By the end of English language proficiency level 1, an ELL can... relying heavily on context, questioning, and knowledge of morphology in their native language(s), <ul style="list-style-type: none"> <li>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.</li> </ul>	By the end of English language proficiency level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s), <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul>	By the end of English language proficiency level 3, an ELL can... using context, questioning, and a developing knowledge of English and their native language(s)' morphology, <ul style="list-style-type: none"> <li>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.</li> </ul>	By the end of English language proficiency level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> <li>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.</li> </ul>

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
ELP ANCHOR STANDARD 9	ELP Level 1 ESOL Levels 1 – 2 – 3	ELP Level 2 ESOL Level 4	ELP Level 3 ESOL Level 5	ELP Level 4 ESOL Level 6
An ELL can create clear and coherent level-appropriate speech and text.	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>recount a short sequence of events in order</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>recount a sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions</li> <li>provide a conclusion.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>
Reading CCR Anchor Standard 5	Reading CCR 5 Level A ESOL Levels 1 – 2 – 3	Reading CCR 5 Level B ESOL Level 4	Reading CCR 5 Level C ESOL Level 5	Reading CCR 5 Level D ESOL Level 6
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
		locate information relevant to a given topic efficiently.	problem/solution) of events, ideas, concepts, or information in two or more texts.	development of the ideas.
<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>
<b>Reading CCR Anchor Standard 6</b>	<b>Reading CCR 6 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR Level B ESOL Level 4</b>	<b>Reading CCR Level C ESOL Level 5</b>	<b>Reading CCR 6 Level D ESOL Level 6</b>
<b>Reading CCR Anchor 6: Assess how point of view or purpose shapes the content and style of a text.</b>	Blank	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Distinguish their own point of view from that of the author of a text.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Describe how a narrator’s or speaker’s point of view influences how events are described.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>
<b>Reading CCR Anchor Standard 7</b>	<b>Reading CCR 7 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR 7 Level B ESOL Level 4</b>	<b>Reading CCR 7 Level C ESOL Level 5</b>	<b>Reading CCR 7 Level D ESOL Level 6</b>
<b>Reading CCR Anchor 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue. Integrate quantitative or technical information expressed in words in a text with a version of that

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
		story (e.g., create mood, emphasize aspects of a character or setting).	sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
<b>ELP ANCHOR STANDARD 1</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</b>	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>
<b>Reading CCR Anchor Standard 8</b>	<b>Reading CCR 8 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR 8 Level B ESOL Level 4</b>	<b>Reading CCR 8 Level C ESOL Level 5</b>	<b>Reading CCR 8 Level D ESOL Level 6</b>
<b>Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>	Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
<b>ELP ANCHOR STANDARD 6</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>

CCR AND ELP STANDARDS FOR LEVELS 1-6				
READING		READING		
<b>An ELL can analyze and critique the arguments of others orally and in writing.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify a point an author or a speaker makes.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify the main argument an author or speaker makes</li> <li>• identify one reason an author or a speaker gives to support the argument.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• explain the reasons an author or a speaker gives to support a claim</li> <li>• identify one or two reasons an author or a speaker gives to support the main point.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• analyze the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite textual evidence to support the analysis.</li> </ul>
<b>Reading CCR Anchor Standard 9</b>	<b>Reading CCR 9 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR 9 Level B ESOL Level 4</b>	<b>Reading CCR 9 Level C ESOL Level 5</b>	<b>Reading CCR 9 Level D ESOL Level 6</b>
<b>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>
<b>Reading CCR Anchor Standard 10</b>	<b>Reading CCR 10 Level A ESOL Levels 1 – 2 – 3</b>	<b>Reading CCR 10 Level B ESOL Level 4</b>	<b>Reading CCR 10 Level C ESOL Level 5</b>	<b>Reading CCR 10 Level D ESOL Level 6</b>
<b>Read and comprehend complex literary and informational texts independently and proficiently.</b>	Read and comprehend complex literary and informational texts independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.
<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>	<b>No ELP Standard Provided</b>

CCR AND ELP STANDARDS FOR LEVELS 1-6				
WRITING		WRITING		
<b>Writing CCR Anchor Standard</b>	<b>Writing CCR 1 Level A</b>	<b>Writing CCR 1 Level B</b>	<b>Writing CCR 1 Level C</b>	<b>Writing CCR 1 Level D</b>

WRITING		CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
1	ESOL Levels 1 – 2 – 3	ESOL Level 4	ESOL Level 5	ESOL Level 6	
<p><b>Writing CCR Anchor 1</b>  <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	<p>Writing CCR 1 Level A                      Blank</p>	<p>Writing CCR 1 Level B                      Write opinion pieces on topics or texts, supporting a point of view with reasons.                      a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.                      b. Provide reasons that support the opinion.                      c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.                      d. Provide a concluding statement or section.</p>	<p>Writing CCR 1 Level C                      Write opinion pieces on topics or texts, supporting a point of view with reasons and information.                      e. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.                      f. Provide logically ordered reasons that are supported by facts and details.                      g. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).                      h. Provide a concluding statement or section related to the opinion presented.</p>	<p>Writing CCR 1 Level D                      Write arguments to support claims with clear reasons and relevant evidence.                      a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.                      b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.                      c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.                      d. Establish and maintain a formal style.                      e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	
<b>ELP ANCHOR STANDARD 4</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<p><b>An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.</b></p>	<p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> <li>• express an opinion about a familiar topic, experience</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a claim about familiar topics,</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a claim about familiar topics</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a claim about a variety of topics</li> </ul>	

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6				WRITING
	<ul style="list-style-type: none"> <li>or event.</li> <li>• give a reason for the opinion.</li> </ul>	<ul style="list-style-type: none"> <li>experiences, or events</li> <li>• introduce the topic, experience, or event</li> <li>• give a reason to support the claim</li> <li>• provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• provide sufficient reasons or facts to support the claim</li> <li>• provide a concluding statement.</li> </ul>	<ul style="list-style-type: none"> <li>• introduce the topic</li> <li>• provide logically ordered reasons or facts that effectively support the claim</li> <li>• provide a concluding statement.</li> </ul>	
<b>ELP ANCHOR STANDARD 6</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can analyze and critique the arguments of others orally and in writing.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify a point an author or a speaker makes.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify the main argument an author or speaker makes</li> <li>• identify one reason an author or a speaker gives to support the argument.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• explain the reasons an author or a speaker gives to support a claim</li> <li>• identify one or two reasons an author or a speaker gives to support the main point.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• analyze the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite textual evidence to support the analysis.</li> </ul>	
<b>Writing CCR Anchor Standard 2</b>	<b>Writing CCR 2 Level A ESOL Levels 1 – 2 – 3</b>	<b>Writing CCR 2 Level B ESOL Level 4</b>	<b>Writing CCR 2 Level C ESOL Level 5</b>	<b>Writing CCR 2 Level D ESOL Level 6</b>	
<b>Writing CCR Anchor 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. [This includes the narration of historical events, scientific procedures/experiments, or</b>	Writing CCR 2 Level A Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Writing CCR 2 Level B Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and</li> </ol>	Writing CCR 2 Level C Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to</li> </ol>	Writing CCR 2 Level D Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]	

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
<p>technical processes.]</p>		<p>details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>	<p>aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
<p><b>ELP ANCHOR STANDARD 3</b></p>	<p><b>ELP Level 1</b> <b>ESOL Levels 1 – 2 – 3</b></p>	<p><b>ELP Level 2</b> <b>ESOL Level 4</b></p>	<p><b>ELP Level 3</b> <b>ESOL Level 5</b></p>	<p><b>ELP Level 4</b> <b>ESOL Level 6</b></p>

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6				WRITING
<p>An ELL can speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p>ELP Standard 3 Level 1: By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• communicate</li> <li>• information and feelings</li> <li>• about familiar texts, topics, and experiences.</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose simple</li> <li>• written narratives or informational texts</li> <li>• about familiar texts, topics, experiences, or events.</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written</li> <li>• informational texts</li> <li>• develop the topic with a few details</li> <li>• about familiar texts, topics, or events.</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful</li> <li>• about a variety of texts, topics, or events.</li> </ul>	
<p>Writing CCR Anchor Standard 3</p>	<p>Writing CCR 3 Level A ESOL Levels 1 – 2 – 3</p>	<p>Writing CCR 3 Level B ESOL Level 4</p>	<p>Writing CCR 3 Level C ESOL Level 5</p>	<p>Writing CCR 3 Level D ESOL Level 6</p>	
<p>Writing CCR Anchor 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p>	<p>Writing CCR 3 Level A Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure</p>	<p>Writing CCR 3 Level B Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>Writing CCR 3 Levels C–E Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>	<p>Writing CCR 3 Levels C–E Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.</p>	
<p>ELP ANCHOR STANDARD 3</p>	<p>ELP Level 1 ESOL Levels 1 – 2 – 3</p>	<p>ELP Level 2 ESOL Level 4</p>	<p>ELP Level 3 ESOL Level 5</p>	<p>ELP Level 4 ESOL Level 6</p>	
<p>An ELL can speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• communicate</li> <li>• information and feelings</li> <li>• about familiar texts, topics,</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose simple</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> </ul>	

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6				WRITING
	and experiences.	<ul style="list-style-type: none"> <li>• written narratives or informational texts</li> <li>• about familiar texts, topics, experiences, or events.</li> </ul>	<ul style="list-style-type: none"> <li>• informational texts</li> <li>• develop the topic with a few details</li> <li>• about familiar texts, topics, or events.</li> </ul>	<ul style="list-style-type: none"> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful</li> <li>• about a variety of texts, topics, or events.</li> </ul>	
Writing CCR Anchor Standard 4	Writing CCR 4 Level A ESOL Levels 1 – 2 – 3	Writing CCR 4 Level B ESOL Level 4	Writing CCR 4 Level C ESOL Level 5	Writing CCR 4 Level D ESOL Level 6	
Writing CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Blank	Writing CCR 4 Level B Produce writing in which the development and organization are appropriate to task and purpose.	Writing CCR 4 Level C Produce <u>clear and coherent</u> writing in which the development and organization are appropriate to task, purpose, <u>and audience</u>	Writing CCR 4 Level D Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	
Writing CCR Anchor Standard 5	Writing CCR Level A ESOL Levels 1 – 2 – 3	Writing CCR Level B ESOL Level 4	Writing CCR Level C ESOL Level 5	Writing CCR Level D ESOL Level 6	
Writing CCR Anchor 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing CCR 5 Level A With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Writing CCR 5 Level B With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)	Writing CCR 5 Level C With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 at this level.)	Writing CCR 5 Level D With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of	

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
				Language standards 1–3 at this level.)
<b>ELP ANCHOR STANDARD 7</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</b>	By the end of English language proficiency level 1, an ELL can... <ul style="list-style-type: none"> <li>• show emerging awareness of differences between informal and formal language use</li> <li>• recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	By the end of English language proficiency level 2, an ELL can... <ul style="list-style-type: none"> <li>• show increasing awareness of differences between informal and formal language use</li> <li>• adapt language choices to task and audience with emerging control in various social and academic contexts</li> <li>• begin to use some frequently occurring general academic and content-specific words.</li> </ul>	By the end of English language proficiency level 3, an ELL can... <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts</li> <li>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts</li> <li>• show developing control of style and tone in spoken and written texts.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts</li> <li>• use a wider range of complex general academic and content-specific words and phrases</li> <li>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.</li> </ul>
<b>Writing CCR Anchor Standard 6</b>	<b>Writing CCR 6 Level A ESOL Levels 1 – 2 – 3</b>	<b>Writing CCR 6 Level B ESOL Level 4</b>	<b>Writing CCR 6 Level C ESOL Level 5</b>	<b>Writing CCR 6 Level D ESOL Level 6</b>
<b>Writing CCR Anchor 6 Use technology, including the</b>	Writing CCR 6 Level A With guidance and support,	Writing CCR 6 Level B With guidance and support,	Writing CCR 6 Level C With some guidance and	Writing CCR 6 Level D Use technology, including the

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
<p><b>Internet, to produce and publish writing and to interact and collaborate with others.</b></p>	<p>use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p>Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p>
<p><b>ELP ANCHOR STANDARD 2</b></p>	<p><b>ELP Level 1 ESOL Levels 1 – 2 – 3</b></p>	<p><b>ELP Level 2 ESOL Level 4</b></p>	<p><b>ELP Level 3 ESOL Level 5</b></p>	<p><b>ELP Level 4 ESOL Level 6</b></p>
<p><b>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.</b></p>	<p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> <li>actively listen to others</li> <li>participate in short conversations and written exchanges about familiar topics and in familiar contexts</li> <li>present simple information</li> <li>respond to simple yes/no questions and some wh-questions.</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> <li>participate in short conversations and written exchanges about familiar topics and texts</li> <li>present information and ideas</li> <li>appropriately take turns in interactions with others</li> <li>respond to simple questions and wh-questions.</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed</li> <li>follow rules for discussion</li> <li>ask questions to gain information or clarify understanding.</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>clearly support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed.</li> </ul>
<p><b>Writing CCR Anchor Standard 7</b></p>	<p><b>Writing CCR 7 Level A ESOL Levels 1 – 2 – 3</b></p>	<p><b>Writing CCR 7 Level B ESOL Level 4</b></p>	<p><b>Writing CCR 7 Level C ESOL Level 5</b></p>	<p><b>Writing CCR 7 Level D ESOL Level 6</b></p>
<p><b>Writing CCR Anchor 7</b></p>	<p>Writing CCR 7 Level A</p>	<p>Writing CCR 7 Level B</p>	<p>Writing CCR 7 Level C</p>	<p>Writing CCR 7 Level D</p>

WRITING		CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
<b>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
<b>ELP ANCHOR STANDARD 5</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul>	
<b>Writing CCR Anchor Standard</b>	<b>Writing CCR 8 Level A</b>	<b>Writing CCR 8 Level B</b>	<b>Writing CCR 8 Level C</b>	<b>Writing CCR 8 Level D</b>	

WRITING		CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
8	ESOL Levels 1 – 2 – 3	ESOL Level 4	ESOL Level 5	ESOL Level 6	
<p><b>Writing CCR Anchor 8</b>  <b>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>	<p>Writing CCR 8 Level A            With guidance and support, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>Writing CCR 8 Level B            Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>Writing CCR 8 Level C            Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p>Writing CCR 8 Level D            Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p>	
<b>ELP ANCHOR STANDARD 5</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<p><b>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</b></p>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> </ul>	

WRITING		CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
					<ul style="list-style-type: none"> <li>include illustrations, diagrams, or other graphics as appropriate</li> <li>cite sources appropriately.</li> </ul>
<b>Writing CCR Anchor Standard 9</b>	<b>Writing CCR 9 Level A ESOL Levels 1 – 2 – 3</b>	<b>Writing CCR 9 Level B ESOL Level 4</b>	<b>Writing CCR 9 Level C ESOL Level 5</b>	<b>Writing CCR 9 Level D ESOL Level 6</b>	
<b>Writing CCR Anchor 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	<p>Writing CCR 9 Level A Note: This standard does not begin until grade 4 in the Common Core State Standards.</p>	<p>Writing CCR 9 Level B Note: This standard does not begin until grade 4 in the Common Core State Standards.</p>	<p>Writing CCR 9 Level C Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).</p> <p>b. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”).</p>	<p>Writing CCR 9 Level D Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”).</p>	
<b>ELP ANCHOR STANDARD 5</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</b>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>carry out short, shared research projects</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>carry out short individual or shared research projects</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>carry out short research projects to answer a</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>carry out both short and more sustained research</li> </ul>	

WRITING	CCR AND ELP STANDARDS FOR LEVELS 1-6			WRITING
	<ul style="list-style-type: none"> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul>	<ul style="list-style-type: none"> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul>	<p>question</p> <ul style="list-style-type: none"> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul>	<p>projects to answer a question</p> <ul style="list-style-type: none"> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul>

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
CCR ANCHOR	A	B	C	D	
Speaking & Listening CCR Anchor Standard 1	Speaking & Listening CCR 1 Level A ESOL Levels 1 – 2 – 3	Speaking & Listening CCR 1 Level B ESOL Level 4	Speaking & Listening CCR 1 Level C ESOL Level 5	Speaking & Listening CCR 1 Level D ESOL Level 6	
<p><b>Speaking &amp; Listening CCR Anchor 1</b>  <b>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b></p>	<p>Speaking &amp; Listening CCR 1 Level A                      Participate in collaborative conversations with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Speaking &amp; Listening CCR 1 Level B                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks</p>	<p>Speaking &amp; Listening CCR 1 Level C                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>c. Review the key ideas expressed and draw conclusions in light of information and</p>	<p>Speaking &amp; Listening CCR 1 Level D                      Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence,</p>	

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
		of others. c. Explain their own ideas and understanding in light of the discussion.	knowledge gained from the discussions.	observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.	
<b>ELP ANCHOR STANDARD 2</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>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.</b>	By the end of English language proficiency level 1, an ELL can... <ul style="list-style-type: none"> <li>actively listen to others</li> <li>participate in short conversations and written exchanges about familiar topics and in familiar contexts</li> <li>present simple information</li> <li>respond to simple yes/no questions and some wh-questions.</li> </ul>	By the end of English language proficiency level 2, an ELL can... <ul style="list-style-type: none"> <li>participate in short conversations and written exchanges about familiar topics and texts</li> <li>present information and ideas</li> <li>appropriately take turns in interactions with others</li> <li>respond to simple questions and wh- questions.</li> </ul>	By the end of English language proficiency level 3, an ELL can... <ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed</li> <li>follow rules for discussion</li> <li>ask questions to gain information or clarify understanding.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>clearly support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed.</li> </ul>	
<b>Speaking &amp; Listening CCR Anchor Standard 2</b>	<b>Speaking &amp; Listening CCR 2 Level A ESOL Levels 1 – 2 – 3</b>	<b>Speaking &amp; Listening CCR 2 Level B ESOL Level 4</b>	<b>Speaking &amp; Listening CCR 2 Level C ESOL Level 5</b>	<b>Speaking &amp; Listening CCR 2 Level D ESOL Level 6</b>	
<b>Speaking &amp; Listening CCR Anchor 2 Integrate and evaluate</b>	Confirm understanding of a text read aloud or information presented orally	Determine the main ideas and supporting details of a text read aloud or information	Paraphrase portions of a text read aloud or information presented in diverse media	Analyze the purpose of information presented in diverse media and formats	

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
information presented in diverse media and formats, including visually, quantitatively, and orally.	or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	presented in diverse media and formats, including visually, quantitatively, and orally.	and formats, including visually, quantitatively, and orally. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	(e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	
<b>ELP ANCHOR STANDARD 1</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>	
<b>Speaking &amp; Listening CCR Anchor Standard 3</b>	<b>Speaking &amp; Listening CCR 3 Level A ESOL Levels 1 – 2 – 3</b>	<b>Speaking &amp; Listening CCR 3 Level B ESOL Level 4</b>	<b>Speaking &amp; Listening CCR 3 Level C ESOL Level 5</b>	<b>Speaking &amp; Listening CCR 3 Level D ESOL Level 6</b>	
<b>Speaking &amp; Listening CCR Anchor 3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	Speaking & Listening CCR 3 Level A Ask and answer questions in order to seek help, get information, or clarify something that is not	Speaking & Listening CCR 3 Level B Ask and answer questions about information from a speaker, offering appropriate elaboration and	Speaking & Listening CCR 3 Level C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Speaking & Listening CCR 3 Level D Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning	

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
	understood.	detail.			and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
<b>ELP ANCHOR STANDARD 6</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can analyze and critique the arguments of others orally and in writing.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify a point an author or a speaker makes.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify the main argument an author or speaker makes</li> <li>• identify one reason an author or a speaker gives to support the argument.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• explain the reasons an author or a speaker gives to support a claim</li> <li>• identify one or two reasons an author or a speaker gives to support the main point.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• analyze the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite textual evidence to support the analysis.</li> </ul>	
<b>Speaking &amp; Listening CCR Anchor Standard 4</b>	<b>Speaking &amp; Listening CCR 4 Level A ESOL Levels 1 – 2 – 3</b>	<b>Speaking &amp; Listening CCR 4 Level B ESOL Level 4</b>	<b>Speaking &amp; Listening CCR 4 Level C ESOL Level 5</b>	<b>Speaking &amp; Listening CCR 4 Level D ESOL Level 6</b>	
<b>Speaking &amp; Listening CCR Anchor 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b>	Speaking & Listening CCR 4 Level A Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Speaking & Listening CCR 4 Level B Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Speaking & Listening CCR 4 Level C Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Speaking & Listening CCR 4 Level D Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>ELP ANCHOR STANDARD 3</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can speak and write</b>	By the end of English language	By the end of English language	By the end of English language	By the end of English language	

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
about level-appropriate complex literary and informational texts and topics.	proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• communicate</li> <li>• information and feelings</li> <li>• about familiar texts, topics, and experiences.</li> </ul>	proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose simple written narratives or informational texts</li> <li>• about familiar texts, topics, experiences, or events.</li> </ul>	proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with a few details</li> <li>• about familiar texts, topics, or events.</li> </ul>	proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful</li> <li>• about a variety of texts, topics, or events.</li> </ul>	
<b>ELP ANCHOR STANDARD 4</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.	By the end of English language proficiency level 1, an ELL can... <ul style="list-style-type: none"> <li>• express an opinion about a familiar topic, experience or event.</li> <li>• give a reason for the opinion.</li> </ul>	By the end of English language proficiency level 2, an ELL can... <ul style="list-style-type: none"> <li>• construct a claim about familiar topics, experiences, or events</li> <li>• introduce the topic, experience, or event</li> <li>• give a reason to support the claim</li> <li>• provide a concluding statement.</li> </ul>	By the end of English language proficiency level 3, an ELL can... <ul style="list-style-type: none"> <li>• construct a claim about familiar topics</li> <li>• introduce the topic</li> <li>• provide sufficient reasons or facts to support the claim</li> <li>• provide a concluding statement.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• construct a claim about a variety of topics</li> <li>• introduce the topic</li> <li>• provide logically ordered reasons or facts that effectively support the claim</li> <li>• provide a concluding statement.</li> </ul>	
<b>ELP ANCHOR STANDARD 5</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a</li> </ul>	

SPEAKING & LISTENING	CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
	<p>few provided print and digital sources</p> <ul style="list-style-type: none"> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul>	<p>provided print and digital sources</p> <ul style="list-style-type: none"> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul>	<ul style="list-style-type: none"> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul>	<p>question</p> <ul style="list-style-type: none"> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul>
<b>ELP ANCHOR STANDARD 9</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can create clear and coherent level-appropriate speech and text.</b>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences.</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> <li>• provide one or two facts about the topic</li> <li>• use common linking words to connect events and ideas.</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional words and phrases to connect events, ideas, and opinions</li> <li>• provide a conclusion.</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>• introduce and develop an informational topic with facts, details, and evidence</li> <li>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among</li> </ul>

SPEAKING & LISTENING	CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
				events and ideas • provide a concluding section or statement.
<b>Speaking &amp; Listening CCR Anchor Standard 5</b>	<b>Speaking &amp; Listening CCR 5 Level A ESOL Levels 1 – 2 – 3</b>	<b>Speaking &amp; Listening CCR 5 Level B ESOL Level 4</b>	<b>Speaking &amp; Listening CCR 5 Level C ESOL Level 5</b>	<b>Speaking &amp; Listening CCR 5 Level D ESOL Level 6</b>
<b>Speaking &amp; Listening CCR Anchor 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>	Blank	Blank	Speaking & Listening CCR 5 Level C Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Speaking & Listening CCR 5 Level D Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
<b>ELP ANCHOR STANDARD 3</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can speak and write about level-appropriate complex literary and informational texts and topics.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• communicate information and feelings</li> <li>• about familiar texts, topics, and experiences.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose simple written narratives or informational texts</li> <li>• about familiar texts, topics, experiences, or events.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with a few details</li> <li>• about familiar texts, topics, or events.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful</li> <li>• about a variety of texts, topics, or events.</li> </ul>
<b>ELP ANCHOR STANDARD 5</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
<p><b>An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.</b></p>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul>	<p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul>	<p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul>	<p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul>	
	<p><b>Speaking &amp; Listening CCR Anchor Standard 6</b></p>	<p><b>Speaking &amp; Listening CCR 6 Level A ESOL Levels 1 – 2 – 3</b></p>	<p><b>Speaking &amp; Listening CCR 6 Level B ESOL Level 4</b></p>	<p><b>Speaking &amp; Listening CCR 6 Level C ESOL Level 5</b></p>	<p><b>Speaking &amp; Listening CCR Level D ESOL Level 6</b></p>
<p><b>Speaking &amp; Listening CCR Anchor 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p>	<p>Speaking &amp; Listening CCR 6 Level A Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.)</p>	<p>Speaking &amp; Listening CCR 6 Level B Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.)</p>	<p>Speaking &amp; Listening CCR 6 Level C Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use</p>	<p>Speaking &amp; Listening CCR 6 Level D Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific</p>	

SPEAKING & LISTENING		CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
				formal English when appropriate to task and situation. (See Language standards 1 and 3.)	expectations.)
<b>ELP ANCHOR STANDARD 7</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can adapt language choices to purpose, task, and audience when speaking and writing.</b>	By the end of English language proficiency level 1, an ELL can... <ul style="list-style-type: none"> <li>• show emerging awareness of differences between informal and formal language use</li> <li>• recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	By the end of English language proficiency level 2, an ELL can... <ul style="list-style-type: none"> <li>• show increasing awareness of differences between informal and formal language use</li> <li>• adapt language choices to task and audience with emerging control in various social and academic contexts</li> <li>• begin to use some frequently occurring general academic and content-specific words.</li> </ul>	By the end of English language proficiency level 3, an ELL can... <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts</li> <li>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts</li> <li>• show developing control of style and tone in spoken and written texts.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts</li> <li>• use a wider range of complex general academic and content-specific words and phrases</li> <li>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.</li> </ul>	
<b>ELP ANCHOR STANDARD 9</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can create clear and coherent level-appropriate speech and text.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> <li>• provide one or two facts about the topic</li> <li>• use common linking words</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>• introduce and develop an informational topic with</li> </ul>	

SPEAKING & LISTENING	CCR AND ELP STANDARDS LEVELS 1-6			SPEAKING & LISTENING
		to connect events and ideas.	words and phrases to connect events, ideas, and opinions <ul style="list-style-type: none"> <li>• provide a conclusion.</li> </ul>	facts, details, and evidence <ul style="list-style-type: none"> <li>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>• provide a concluding section or statement.</li> </ul>

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6				LANGUAGE
ANCHOR	A	B	C	D	
Language CCR Anchor Standard 1	Language CCR 1 Level A ESOL Levels 1 – 2 – 3	Language CCR 1 Level B ESOL Level 4	Language CCR 1 Level C ESOL Level 5	Language CCR 1 Level D ESOL Level 6	
<b>Language CCR Anchor 1</b> <b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>	Language CCR 1 Level A Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked</i>	Language CCR 1 Level B Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., <i>myself, ourselves</i> ). e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).	Language CCR 1 Level C Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i> ) to convey	Language CCR 1 Level D Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve	

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
	<p><i>home; Today I walk home; Tomorrow I will walk home).</i></p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring nouns and verbs.</p> <p>h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>i. Use determiners (e.g., articles, demonstratives).</p> <p>j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)</p>	<p>f. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>g. Form and use regular and irregular verbs.</p> <p>h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</p> <p>i. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>k. Use coordinating and subordinating conjunctions.</p> <p>l. Produce simple, compound, and complex sentences.</p> <p>m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). (L.2.1 and 3.1 merge)</p>	<p>various conditions.</p> <p>e. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>f. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>g. Recognize and correct inappropriate shifts in verb tense.</p> <p>h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>i. Form and use prepositional phrases.</p> <p>j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</p> <p>k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). (L.4.1 and 5.1 merge)</p>	<p>expression in conventional language.</p> <p>f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</p> <p>g. Form and use verbs in the active and passive voice.</p> <p>h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p> <p>i. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>j. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (L.6.1 through 8.1 merge)</p>
<b>ELP ANCHOR STANDARD 10</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can demonstrate</b>	By the end of English language	By the end of English	By the end of English	By the end of English

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
<p><b>command of the conventions of standard English to communicate in level-appropriate speech and writing.</b></p>	<p>proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions.</li> </ul>	<p>language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>produce simple and compound sentences.</li> </ul>	<p>language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>use simple phrases</li> <li>use simple clauses</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<p>language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>use increasingly complex phrases</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
<p><b>Language CCR Anchor Standard 2</b></p>	<p><b>Language CCR 2 Level A ESOL Levels 1 – 2 – 3</b></p>	<p><b>Language CCR 2 Level B ESOL Level 4</b></p>	<p><b>Language CCR 2 Level C ESOL Level 5</b></p>	<p><b>Language CCR 2 Level D ESOL Level 6</b></p>
<p><b>LANGUAGE CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</b></p>	<p>Language CCR 2 Level A Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>Capitalize dates and names of people.</li> <li>Recognize and name end punctuation.</li> <li>Use end punctuation for sentences.</li> <li>Use commas in dates and to separate single words in a series.</li> <li>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>Spell simple words phonetically, drawing on</li> </ol>	<p>Language CCR 2 Level B Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Capitalize holidays, product names, and geographic names.</li> <li>Capitalize appropriate words in titles.</li> <li>Use commas in greetings and closings of letters.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>Form and use possessives.</li> <li>Use conventional spelling for high-frequency and</li> </ol>	<p>Language CCR 2 Level C Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true,</i></li> </ol>	<p>Language CCR 2 Level D Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>).</li> <li>Use an ellipsis to indicate an omission.</li> <li>Spell correctly.</li> </ol>

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
	<p>knowledge of sound-letter relationships.</p> <p>h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>	<p>other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>i. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p><i>isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>f. Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>g. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>h. Spell grade-appropriate words correctly, consulting references as needed</p>	
No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided	No ELP Standard Provided
Language CCR Anchor Standard 3	Language CCR 3 Level A ESOL Levels 1 – 2 – 3	Language CCR 3 Level B ESOL Level 4	Language CCR 3 Level C ESOL Level 5	Language CCR 3 Level D ESOL Level 6
Language CCR Anchor 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language CCR 3 Level A Note: This standard does not begin until grade 2 in the Common Core State Standards.	Language CCR 3 Level B Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English.	Language CCR 3 Level C Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where	Language CCR 3 Level D Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone. c. Choose language that expresses ideas precisely and concisely, recognizing

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
			informal discourse is appropriate (e.g., small-group discussion). d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	and eliminating wordiness and redundancy.
<b>ELP ANCHOR STANDARD 10</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
<b>An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</b>	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>produce simple and compound sentences.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>use simple phrases</li> <li>use simple clauses</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>use increasingly complex phrases</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
<b>Language CCR Anchor Standard 4</b>	<b>Language CCR 4 Level A ESOL Levels 1 – 2 – 3</b>	<b>Language CCR 4 Level B ESOL Level 4</b>	<b>Language CCR 4 Level C ESOL Level 5</b>	<b>Language CCR 4 Level D ESOL Level 6</b>
<b>Language CCR Anchor 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized</b>	Language CCR 4 Level A Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of	Language CCR 4 Level B Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of	Language CCR 4 Level C Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples,	Language CCR 4 Level D Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
<p>reference materials, as appropriate.</p>	<p>a word or phrase.                      b. Use frequently occurring affixes as a clue to the meaning of a word.                      c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).</p>	<p>a word or phrase.                      b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).                      c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).                      d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).                      e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.                      b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, autograph, photograph, photosynthesis</i>).                      c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.                      b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).                      c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.                      d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
<p><b>ELP ANCHOR STANDARD 8</b></p>	<p><b>ELP Level 1                      ESOL Levels 1 – 2 – 3</b></p>	<p><b>ELP Level 2                      ESOL Level 4</b></p>	<p><b>ELP Level 3                      ESOL Level 5</b></p>	<p><b>ELP Level 4                      ESOL Level 6</b></p>
<p><b>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</b></p>	<p>By the end of English language proficiency level 1, an ELL can...                      relying heavily on context, questioning, and knowledge of morphology in their native language(s),                      • recognize the meaning of a</p>	<p>By the end of English language proficiency level 2, an ELL can...                      using context, questioning, and knowledge of morphology in their native language(s),                      • determine the meaning of frequently occurring words,</p>	<p>By the end of English language proficiency level 3, an ELL can...                      using context, questioning, and a developing knowledge of English and their native language(s)' morphology,</p>	<p>By the end of English language proficiency level 4, an ELL can...                      using context, questioning, and an increasing knowledge of English morphology,                      • determine the meaning of general academic and</p>

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
	<p>few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.</p>	<p>phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>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.</p>
Language CCR Anchor Standard 5	Language CCR 5 Level A ESOL Levels 1 – 2 – 3	Language CCR 5 Level B ESOL Level 4	Language CCR 5 Level C ESOL Level 5	Language CCR 5 Level D ESOL Level 6
<p><b>Language CCR Anchor 5</b> <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p>	<p>Language CCR 5 Level A With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).</li> <li>Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g.,</li> </ol>	<p>Language CCR 5 Level B Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</li> </ol>	<p>Language CCR 5 Level C Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol>	<p>Language CCR 5 Level D Blank</p>

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6				LANGUAGE
	<i>large, gigantic</i> ) by defining or choosing them or by acting out the meanings.				
<b>ELP ANCHOR STANDARD 8</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>	
<b>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</b>	By the end of English language proficiency level 1, an ELL can... 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.	By the end of English language proficiency level 2, an ELL can... 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.	By the end of English language proficiency level 3, an ELL can... 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.	By the end of English language proficiency level 4, an ELL can... 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.	
<b>Language CCR Anchor Standard 6</b>	<b>Language CCR 6 Level A ESOL Levels 1 – 2 – 3</b>	<b>Language CCR 6 Level B ESOL Level 4</b>	<b>Language CCR 6 Level C ESOL Level 5</b>	<b>Language CCR 6 Level D ESOL Level 6</b>	
<b>CCR Language Anchor 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or</b>	CCR Language 6 Level A Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).	CCR Language 6 Level B Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i> ). (L.2.6) Acquire and use accurately	CCR Language 6 Level C Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that: signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ). are basic to a particular topic (e.g., <i>wildlife, conservation,</i>	CCR Language 6 Level D Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	

LANGUAGE	CCR AND ELP STANDARDS LEVELS 1-6			LANGUAGE
phrase important to comprehension or expression.		level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	and <i>endangered</i> when discussing animal preservation). signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).	
<b>ELP ANCHOR STANDARD 7</b>	<b>ELP Level 1 ESOL Levels 1 – 2 – 3</b>	<b>ELP Level 2 ESOL Level 4</b>	<b>ELP Level 3 ESOL Level 5</b>	<b>ELP Level 4 ESOL Level 6</b>
An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	By the end of English language proficiency level 1, an ELL can... <ul style="list-style-type: none"> <li>show emerging awareness of differences between informal and formal language use</li> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	By the end of English language proficiency level 2, an ELL can... <ul style="list-style-type: none"> <li>show increasing awareness of differences between informal and formal language use</li> <li>adapt language choices to task and audience with emerging control in various social and academic contexts</li> <li>begin to use some frequently occurring general academic and content-specific words.</li> </ul>	By the end of English language proficiency level 3, an ELL can... <ul style="list-style-type: none"> <li>adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts</li> <li>use an increasing number of general academic and content-specific words and expressions in spoken and written texts</li> <li>show developing control of style and tone in spoken and written texts.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>adapt language choices and style according to purpose, task, and audience in various social and academic contexts</li> <li>use a wider range of complex general academic and content-specific words and phrases</li> <li>adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.</li> </ul>

<b>LIFE AND WORK COMPETENCIES</b>
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<b>SUBJECT AREAS</b>	
<b>1</b>	<b>COMMUNICATION</b>
<b>2</b>	<b>EMPLOYMENT</b>
<b>3</b>	<b>COMMUNITY</b>
<b>4</b>	<b>CONSUMER ECONOMICS</b>
<b>5</b>	<b>HEALTH</b>
<b>6</b>	<b>CIVICS</b>
<b>7</b>	<b>ENVIRONMENT</b>
<b>8</b>	<b>MATHEMATICS</b>
<b>9</b>	<b>LEARNING AND THINKING</b>
<b>1</b>	<b>COMMUNICATION</b>
1.1	Interact with others effectively in the classroom
1.2	Respond appropriately to common information questions (name, address, family members, country)
1.3	Identify or use appropriate non-verbal behavior (e.g., handshaking)
1.4	Converse about daily and leisure activities, every day topics, and personal interests
1.5	Identify family members and their relationships
1.6	Complete a personal information form
1.7	Use a telephone or similar device to make and receive calls and for other functions
1.8	Interpret or write a personal note, invitation, or letter
1.9	Identify the months of the year and the days of the week
1.10	Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?)
1.11	Understand or use appropriate language to clarify or request clarification
1.12	Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree)
1.13	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
1.14	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
1.15	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
<b>2</b>	<b>EMPLOYMENT</b>
	<b>OBTAINING EMPLOYMENT</b>
2.1	Identify and use sources of information about job opportunities such as job descriptions
2.2	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
2.3	Follow procedures for applying for a job, including interpreting and completing job applications, resumes,

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	and letters of application
2.4	Identify and use information about training opportunities
2.5	Identify common occupations and the skills and education required for them
2.6	Identify procedures for career planning, including self-assessment
2.7	Identify appropriate skills and education for keeping a job and getting a promotion
2.8	Interpret job responsibilities and performance reviews
2.9	Identify job training needs and set learning goals
2.10	Identify/interpret appropriate behaviors, attire, attitudes, and interpersonal interactions in the workplace
<b>WAGES</b>	
2.11	Interpret information about wages, deductions, pay statements, and timekeeping forms
2.12	Interpret employee handbooks, personnel policies, employee benefits, and job manuals
2.13	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment
<b>WORKPLACE SAFETY</b>	
2.15	Identify/interpret safety signs and manuals, safe work procedures, and ergonomic requirements in the workplace
2.16	Identify common safety equipment and safe work attire
2.17	Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them
<b>WORKPLACE TOOLS AND TECHNOLOGY</b>	
2.18	Demonstrate use of common business machines
2.19	Demonstrate the ability to use a computer in performing work tasks
2.20	Identify tools, equipment, and machines in the workplace
2.21	Interpret work-related technical service manuals
2.22	Identify/interpret procedures to troubleshoot/resolve problems with machines, and maintain them
<b>WORKPLACE COMMUNICATION</b>	
2.23	Interpret general work-related vocabulary (e.g., supervisor, shift)
2.24	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms charts, checklists, etc.
2.25	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
2.26	Demonstrate ability to select, set up, and apply appropriate technology for a given task
2.27	Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals
2.28	Demonstrate effective communication skills in working with customers and clients
2.29	Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
2.30	Assess the operation of a system or organization and make recommendations for improvement, including development of new systems
2.31	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
2.32	Interpret written workplace announcements and notices
2.33	Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion

<b>LIFE AND WORK COMPETENCIES</b>	
2.34	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
2.35	Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
2.36	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
<b>WORKPLACE RESOURCE MANAGEMENT</b>	
2.37	Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
2.38	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
<b>3 COMMUNITY</b>	
3.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
3.2	Identify/interpret signs related to public transportation
3.3	Identify/interpret different types of transportation in the community, and interpret traffic information
3.4	Identify/interpret maps relating to travel needs, including internet-based map systems
3.5	Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning)
3.6	Locate and utilize services of agencies that provide emergency help
3.7	Identify and access governmental social services (e.g., Social Security, Medicare, welfare programs)
3.8	Locate and interpret information related to classes and schedules
3.9	Interpret school-related registration and application forms
3.10	Interpret information about social issues
<b>4 CONSUMER ECONOMICS</b>	
<b>MEASUREMENT AND MONEY</b>	
4.1	Interpret recipes
4.2	Interpret, use and compute measurement for consumer-related purposes
4.3	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
4.4	Interpret advertisements, labels, charts, and price tags in selecting goods and services
<b>PURCHASING GOODS AND SERVICES</b>	
4.5	Compare price, quality, and product information to determine the best buys for goods and services
4.6	Identify common food items
4.7	Identify common articles of clothing
4.8	Identify, compare and use methods for purchasing goods and services, including online purchasing
4.9	Make returns, exchanges, and customer service requests
4.10	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
4.11	Identify common articles of clothing
<b>CONSUMER PROTECTION</b>	
4.12	Identify consumer protection resources concerning business practices and solicitations
4.13	Identify procedures the consumer can follow if merchandise or service is unsatisfactory
4.14	Interpret product guarantees and warranties

<b>LIFE AND WORK COMPETENCIES</b>	
4.15	Interpret operating instructions, directions, or labels for consumer products
4.16	Interpret information to obtain repairs
<b>FINANCIAL LITERACY</b>	
4.17	Interpret information about personal and family budgets
4.18	Consider need, affordability, and long-term implications in making purchases
4.19	Interpret bills
4.20	Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking
4.21	Interpret information about the types of loans available through lending institutions
4.23	Interpret information about credit and debt, including interest rates, payment terms and credit reports
<b>HOUSING</b>	
4.24	Identify different kinds of housing, areas of the home, and common household items
4.25	Select appropriate housing by reading ads, signs, and other information, and by making inquiries
4.26	Interpret lease and rental documents
4.27	Interpret information about tenant and landlord rights and obligations
4.28	Interpret information about housing loans and homeowner insurance
4.29	Communicate maintenance needs and housing problems to a landlord or property manager
4.30	Recognize home theft and fire prevention measures
<b>TRANSPORTATION</b>	
4.31	Interpret highway and traffic signs and signals, including parking information
4.32	Identify driving regulations and procedures to obtain a driver's license
4.33	Compute mileage and gasoline consumption
4.34	Interpret maps related to driving
4.35	Interpret information related to the selection and purchase of a car
4.36	Interpret information related to automobile maintenance
4.37	Identify types of vehicles and basic car parts and features, including safety equipment
<b>5 HEALTH</b>	
<b>BASIC HEALTH AND MEDICAL INFORMATION</b>	
5.1	Identify parts of the body
5.2	Identify information necessary to make or keep medical and dental appointments
5.3	Identify and use health care services and facilities, including interacting with staff
5.4	Identify and access counseling services
5.5	Interpret information about health care plans, insurance, and benefits
5.6	Fill out medical health history forms
5.7	Interpret medical bills
5.8	Identify and use appropriate medications, including prescription, over-the-counter, and generic
5.9	Interpret medicine labels
5.10	Interpret product labels, including directions and warnings

<b>LIFE AND WORK COMPETENCIES</b>	
5.11	Identify safety measures that can prevent accidents and injuries
5.12	Interpret procedures for first-aid
5.13	Interpret information about AIDS and other sexually transmitted diseases
5.14	Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained
5.15	Interpret immunization requirements
5.16	Interpret health and danger alerts
5.17	Interpret medical-related vocabulary (e.g., X-ray, blood test)
<b>MAINTAINING HEALTH</b>	
5.18	Interpret information about nutrition, including food labels
5.19	Identify/interpret information about a healthy diet
5.20	Identify how to handle, prepare and store food safely
5.21	Identify practices that promote dental health
5.22	Identify practices to maintain health such as regular checkups, exercise, and disease prevention measures
5.23	Interpret information about illnesses, diseases, and health conditions, and their symptoms
5.24	Communicate with medical personnel regarding condition, diagnosis, treatment, concerns, and instructions
5.25	Interpret information on the development, care, and health and safety concerns of children
<b>6 CIVICS</b>	
<b>VOTING AND CIVIC ENGAGEMENT</b>	
6.1	Identify/interpret voter qualifications and registration forms
6.2	Interpret a ballot
6.3	Interpret information about electoral politics, political parties, and candidates
6.4	Identify, interpret, and express opinions on political and other public issues
6.5	Identify how to contact public officials about issues and concerns
<b>U.S. HISTORY</b>	
6.6	Identify the U.S. flag, other national symbols, and principal monuments
6.7	Interpret information about U.S. history
6.8	Identify/interpret U.S. historical documents
6.9	Interpret information about U.S. states, cities, geographical features, and points of interest
<b>LEGAL RIGHTS AND RESPONSIBILITIES</b>	
6.10	Interpret laws and ordinances, and legal forms and documents
6.11	Identify individual legal and civil rights and procedures for obtaining legal advice
6.12	Interpret basic court procedures
6.13	Interpret information or identify requirements for establishing residency and/or obtaining citizenship
6.14	Identify common infractions, crimes, legal consequences
6.15	Identify procedures for reporting a crime
6.16	Identify legal obligations in domestic relationships and how to report problems

<b>LIFE AND WORK COMPETENCIES</b>	
	<b>FUNCTIONS OF GOVERNMENT</b>
6.17	Interpret information about the legislative, judicial, and executive branches and their activities
6.18	Interpret information about the military and law enforcement
6.19	Identify local, state and federal government officials
	<b>CIVIC ACTIVITIES AND RESPONSIBILITIES</b>
6.20	Interpret information about neighborhood or community problems and their solutions
6.21	Interpret information about civic organizations and public service groups
6.22	Identify civic responsibilities, e.g., voting, jury duty, and paying taxes
	<b>ECONOMICS</b>
6.23	Interpret economic information and statistics
6.24	Interpret information on economic issues and trends
	<b>7 ENVIRONMENT</b>
7.1	Identify ways of conserving resources, including recycling and using energy efficiently
7.2	Interpret information related to environmental issues
7.3	Interpret information related to energy issues
7.4	Interpret information about issues related to natural sciences, such as biology
7.5	Interpret information related to technological issues
7.6	Identify the principal components of Earth's climate system and ways they interact
7.7	Interpret the impact of climate change on environmental, biological and social systems.
	<b>8 MATHEMATICS</b>
8.1	Count to 100 by ones and by tens
8.2	Identify and classify numeric symbols
8.3	Count and associate numbers with quantities, including recognizing correct number sequencing
8.4	Measure area and volume of geometric shapes
8.5	Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
8.6	Interpret diagrams, illustrations, and scale drawings
8.7	Compare objects with a measurable attribute in common, using "more of"/"less of"
	<b>9 LEARNING AND THINKING</b>
9.1	Identify and prioritize personal, educational, and workplace goals
9.2	Identify and paraphrase pertinent information
9.3	Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships
9.4	Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
9.5	Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
9.6	Identify a problem and its possible causes

LIFE AND WORK COMPETENCIES	
9.7	Generate ideas using various approaches, such as brainstorming
9.8	Devise and implement a solution to an identified problem
9.9	Evaluate the outcome of a solution and suggest modifications to it as needed
9.10	Take notes or write a summary or an outline
9.11	Use an index or table of contents
9.12	Identify/interpret test-taking skills and strategies
9.13	Interpret visual representations, e.g., symbols, blueprints, flowcharts, and schematics
9.14	Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations