Oregon English Language Proficiency (ELP)

Grades 2-3

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. CCSSO ELP 2-3.1	**Level 1**	**use a very limited set of strategies to: identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.** CCSSO ELP 2-3.1.1
	Level 2	**use an emerging set of strategies to: identify some key words and phrases, and identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.** CCSSO ELP 2-3.1.2
	Level 3	**use a developing set of strategies to: identify the main topic or message, answer questions, and retell some key details from read-alouds, simple written texts, and oral presentations.** CCSSO ELP 2-3.1.3
	Level 4	**use an increasing range of strategies to: determine the main idea or message, identify or answer questions about some key details that support the main idea/message, and retell a variety of stories from read-alouds, written texts, and oral presentations.** CCSSO ELP 2-3.1.4
	Level 5	**use a wide range of strategies to: determine the main idea or message, tell how key details support the main idea, and retell a variety of stories from read-alouds, written texts, and oral communications.** CCSSO ELP 2-3.1.5
An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. CCSSO ELP 2-3.2	**Level 1**	**listen to and occasionally participate in short conversations, and respond to simple yes/no and some wh- questions about familiar topics.** CCSSO ELP 2-3.2.1
	Level 2	**participate in short conversations, discussions, and written exchanges, take turns, and respond to simple yes/no and wh- questions about familiar topics.** CCSSO ELP 2-3.2.2
	Level 3	**participate in short discussions and written exchanges follow the rules for discussion, ask questions to gain information or clarify understanding, respond to the comments of others, and contribute his or her own comments about familiar topics and texts.** CCSSO ELP 2-3.2.3
	Level 4	**participate in discussions, conversations, and written exchanges, follow the rules for discussion, ask and answer questions, build on the ideas of others, and contribute his or her own ideas about a variety of topics and texts.** CCSSO ELP 2-3.2.4
	el 5	**participate in extended discussions, conversations, and written exchanges, follow the rules for discussion, ask and answer questions, build on the ideas**

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		of others, and express his or her own ideas about a variety of topics and texts. CCSSO ELP 2-3.2.5
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. CCSSO ELP 2-3.3	Level 1	communicate simple information about familiar texts, topics, experiences, or events. CCSSO ELP 2-3.3.1
	Level 2	deliver simple oral presentations and compose written texts about familiar texts, topics, experiences, or events. CCSSO ELP 2-3.3.2
	Level 3	deliver short oral presentations, compose written narratives, and compose informational texts about familiar texts, topics, experiences, or events. CCSSO ELP 2-3.3.3
	Level 4	deliver short oral presentations, compose written narratives, and compose informational texts about a variety of texts, topics, experiences, or events. CCSSO ELP 2-3.3.4
	Level 5	with some details, deliver oral presentations, compose written narratives, and compose informational texts about a variety of texts, topics, experiences, or events. CCSSO ELP 2-3.3.5
An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. CCSSO ELP 2-3.4	Level 1	express an opinion about a familiar topic. CCSSO ELP 2-3.4.1
	Level 2	express an opinion about a familiar topic or story. CCSSO ELP 2-3.4.2
	Level 3	express an opinion and give one or more reasons for the opinion about a familiar topic or story. CCSSO ELP 2-3.4.3
	Level 4	introduce a topic, express opinions, and give several reasons for the opinions about a variety of topics. CCSSO ELP 2-3.4.4
	Level 5	introduce a topic, express opinions, give several reasons for the opinions, and provide a concluding statement about a variety of topics. CCSSO ELP 2-3.4.5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. CCSSO ELP 2-3.5	Level 1	with prompting and support, carry out short individual or shared research projects, gather information from provided sources, and label information. CCSSO ELP 2-3.5.1
	Level 2	with prompting and support, carry out short individual or shared research projects, recall information from experience, gather information from provided sources, and record some information/observations in simple notes. CCSSO ELP 2-3.5.2
	Level 3	with prompting and support, carry out short individual or shared research projects, recall information from experience, gather information from provided sources, and record information/ observations in orderly notes. CCSSO ELP 2-3.5.3

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	Level 4	**with prompting and support, carry out short individual or shared research projects, recall information from experience, gather information from multiple sources, and sort evidence into provided categories.** CCSSO ELP 2-3.5.4
	Level 5	**carry out short individual or shared research projects, recall information from experience, gather information from multiple sources, and sort evidence into categories** CCSSO ELP 2-3.5.5
An ELL can analyze and critique the arguments of others orally and in writing. CCSSO ELP 2-3.6	**Level 1**	**with prompting and support, use a few frequently occurring words and phrases to identify a point an author or a speaker makes.** CCSSO ELP 2-3.6.1
	Level 2	**with prompting and support, identify a reason an author or a speaker gives to support the main point.** CCSSO ELP 2-3.6.2
	Level 3	**tell how one or two reasons support the main point an author or a speaker makes.** CCSSO ELP 2-3.6.3
	Level 4	**tell how one or two reasons support the specific points an author or a speaker makes.** CCSSO ELP 2-3.6.4
	Level 5	**describe how reasons support the specific points an author or a speaker makes.** CCSSO ELP 2-3.6.5
An ELL can adapt language choices to purpose, task, and audience when speaking and writing. CCSSO ELP 2-3.7	**Level 1**	**recognize the meaning of some words learned through conversations, reading, and being read to.** CCSSO ELP 2-3.7.1
	Level 2	**show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom, and use some words learned through conversations, reading, and being read to.** CCSSO ELP 2-3.7.2
	Level 3	**compare examples of the formal and informal use of English, and (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.** CCSSO ELP 2-3.7.3
	Level 4	**adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions.** CCSSO ELP 2-3.7.4
	Level 5	**adapt language choices, as appropriate, to formal and informal contexts, and (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.** CCSSO ELP 2-3.7.5
An ELL can determine the an	**Level 1**	**relying heavily on visual aids, context, and knowledge of morphology in his or her native language, and recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral**

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presentations and literary and informational text. CCSSO ELP 2-3.8		**discourse, read-alouds, and written texts about familiar topics, experiences, or events.** CCSSO ELP 2-3.8.1
	Level 2	**using context, visual aids, and knowledge of morphology in his or her native language, and ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** CCSSO ELP 2-3.8.2
	Level 3	**using context, some visual aids, reference materials, and a developing knowledge of English morphology, and determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.** CCSSO ELP 2-3.8.3
	Level 4	**using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions, and (at Grade 3) some general academic and content-specific vocabulary in oral discourse, readalouds, and written texts about a variety of topics, experiences, or events.** CCSSO ELP 2-3.8.4
	Level 5	**using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and contentspecific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.** CCSSO ELP 2-3.8.5
An ELL can create clear and coherent grade-appropriate speech and text. CCSSO ELP 2-3.9	**Level 1**	**with support (including context and visual aids), and using non-verbal communication, communicate simple information about an event or topic, and use a narrow range of vocabulary and syntactically simple sentences with limited control.** CCSSO ELP 2-3.9.1
	Level 2	**with support (including visual aids and modeled sentences), communicate simple information about a topic, recount two events in sequence, and use frequently occurring linking words (e.g., and, then) with emerging control.** CCSSO ELP 2-3.9.2
	Level 3	**with support (including modeled sentences), present a few pieces of information about a topic, recount a short sequence of events, and use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.** CCSSO ELP 2-3.9.3
	Level 4	**with increasingly independent control, introduce an informational topic, present facts about the topic, recount a sequence of events, using temporal words (before, after, soon), and use linking words (e.g., because, and, also) to connect ideas or events.** CCSSO ELP 2-3.9.4

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	Level 5	**with independent control, introduce an informational topic, present facts about the topic, use temporal words to recount a coherent sequence of events, use linking words (e.g., because, and, also) to connect ideas and events, and provide a concluding statement about the topic.** CCSSO ELP 2-3.9.5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing. CCSSO ELP 2-3.10	**Level 1**	**with support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs, and respond to simple questions** CCSSO ELP 2-3.10.1
	Level 2	**with support (including visual aids and modeled sentences), recognize and use some frequently occurring collective nouns (e.g. group), recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions, and produce simple sentences in response to prompts.** CCSSO ELP 2-3.10.2
	Level 3	**with support (including modeled sentences), use some collective nouns, use the past tense of some frequently occurring irregular verbs, use some frequently occurring adjectives, adverbs, and conjunctions, and produce and expand simple and some compound sentences.** CCSSO ELP 2-3.10.3
	Level 4	**use collective nouns, use the past tense of frequently occurring irregular verbs, use an increasing number of adjectives, adverbs, and conjunctions, and produce and expand simple, compound, and (at Grade 3) a few complex sentences.** CCSSO ELP 2-3.10.4
	Level 5	**use collective and commonly occurring abstract nouns (e.g. childhood), use the past tense of frequently occurring irregular verbs, use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade 3) some complex sentences.** CCSSO ELP 2-3.10.5