Levels 1-5

An ELL can… construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing. 1

1 **By the end of English language proficiency level 1, an ELL can… use a very limited set of strategies to:** 1.1

- a identify a few key words and phrases in oral communications and simple spoken and written texts 1.1.A

2 **By the end of English language proficiency level 2, an ELL can… use an emerging set of strategies to:** 1.2

- a identify the main topic in oral presentations and simple spoken and written texts 1.2.A
- b retell a few key details 1.2.B

3 **By the end of English language proficiency level 3, an ELL can… use a developing set of strategies to:** 1.3

- a determine a central idea or theme in oral presentations and spoken and written texts 1.3.A
- b retell key details 1.3.B
- c answer questions about key details 1.3.C
- d explain how the theme is developed by specific details in texts 1.3.D
- e summarize part of a text 1.3.E

4 **By the end of English language proficiency level 4, an ELL can… use an increasing range of strategies to:** 1.4

- a determine a central idea or theme in oral presentations and spoken and written texts 1.4.A
- b analyze the development of the themes/ideas 1.4.B
- c cite specific details and evidence from texts to support the analysis 1.4.C
- d summarize a text 1.4.D

5 **By the end of English language proficiency level 5, an ELL can… use a wide range of strategies to:** 1.5

- a determine central ideas or themes in oral presentations and spoken and written texts 1.5.A
- b analyze the development of the themes/ideas 1.5.B
- c cite specific details and evidence from texts to support the analysis 1.5.C

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d summarize a text 1.5.D

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. 2

1 By the end of English language proficiency level 1, an ELL can… 2.1

a actively listen to others 2.1.A

b participate in short conversations and written exchanges about familiar topics and in familiar contexts 2.1.B

c present simple information 2.1.C

d respond to simple yes/no questions and some wh-questions 2.1.D

2 By the end of English language proficiency level 2, an ELL can… 2.2

a participate in short conversations and written exchanges about familiar topics and texts 2.2.A

b present information and ideas 2.2.B

c appropriately take turns in interactions with others 2.2.C

d respond to simple questions and wh- questions 2.2.D

3 By the end of English language proficiency level 3, an ELL can… 2.3

a participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues 2.3.A

b build on the ideas of others 2.3.B

c express his or her own ideas 2.3.C

d ask and answer relevant questions 2.3.D

e add relevant information and evidence 2.3.E

f restate some of the key ideas expressed 2.3.F

g follow rules for discussion 2.3.G

h ask questions to gain information or clarify understanding 2.3.H

4 By the end of English language proficiency level 4, an ELL can… 2.4

a participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues 2.4.A

b build on the ideas of others 2.4.B

c express his or her own ideas 2.4.C

d clearly support points with specific and relevant evidence 2.4.D

e ask and answer questions to clarify ideas and conclusions 2.4.E

f summarize the key points expressed 2.4.F

5 By the end of English language proficiency level 5, an ELL can… 2.5

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participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues 2.5.A

b build on the ideas of others 2.5.B

c express his or her own ideas clearly and persuasively 2.5.C

d refer to specific and relevant evidence from texts or research to support his or her ideas 2.5.D

e ask and answer questions that probe reasoning and claims 2.5.E

f summarize the key points and evidence discussed 2.5.F

An ELL can… speak and write about level-appropriate complex literary and informational texts and topics. 3

1 **By the end of English language proficiency level 1, an ELL can... with support,** 3.1

a communicate information and feelings about familiar texts, topics, and experiences 3.1.A

2 **By the end of English language proficiency level 2, an ELL can... with support,** 3.2

a deliver short oral presentations 3.2.A

b compose simple written narratives or informational texts about familiar texts, topics, experiences, or events 3.2.B

3 **By the end of English language proficiency level 3, an ELL can... with support,** 3.3

a deliver short oral presentations 3.3.A

b compose written informational texts 3.3.B

c develop the topic with a few details about familiar texts, topics, or events 3.3.C

4 **By the end of English language proficiency level 4, an ELL can...** 3.4

a deliver oral presentations 3.4.A

b compose written informational texts 3.4.B

c develop the topic with some relevant details, concepts, examples, and information 3.4.C

d integrate graphics or multimedia when useful about a variety of texts, topics, or events 3.4.D

5 **By the end of English language proficiency level 5, an ELL can...** 3.5

a deliver oral presentations 3.5.A

b compose written informational texts 3.5.B

c fully develop the topic with relevant details, concepts, examples, and information 3.5.C

d integrate graphics or multimedia when useful about a variety of texts, topics, or events 3.5.D

An ELL can… construct lev an su

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1 **By the end of English language proficiency level 1, an ELL can...** 4.1

express an opinion about a familiar topic, experience or event. 4.1.A

give a reason for the opinion 4.1.B

reasoning and evidence. 4

2 By the end of English language proficiency level 2, an ELL can... 4.2

- a construct a claim about familiar topics, experiences, or events 4.2.A
- b introduce the topic, experience, or event 4.2.B
- c give a reason to support the claim 4.2.C
- d provide a concluding statement 4.2.D

3 By the end of English language proficiency level 3, an ELL can... 4.3

- a construct a claim about familiar topics 4.3.A
- b introduce the topic 4.3.B
- c provide sufficient reasons or facts to support the claim 4.3.C
- d provide a concluding statement 4.3.D

4 By the end of English language proficiency level 4, an ELL can... 4.4

- a construct a claim about a variety of topics 4.4.A
- b introduce the topic 4.4.B
- c provide logically ordered reasons or facts that effectively support the claim 4.4.C
- d provide a concluding statement 4.4.D

5 By the end of English language proficiency level 5, an ELL can... 4.5

- a construct a substantive claim about a variety of topics 4.5.A
- b introduce the claim 4.5.B
- c distinguish it from a counter-claim 4.5.C
- d provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter- claim 4.5.D
- e provide a conclusion that summarizes the argument presented 4.5.E

An ELL can… conduct research and evaluate and communicate findings to answer questions or solve problems. 5

1 By the end of English language proficiency level 1, an ELL can... with support, 5.1

- a carry out short, shared research projects 5.1.A
- b gather information from a few provided print and digital sources 5.1.B
- c label collected information, experiences, or events 5.1.C
- d recall information from experience or from a provided source 5.1.D

2 By the end of English language proficiency level 2, an ELL can... with support, 5.2

- a carry out short individual or shared research projects 5.2.A
- b gather information from provided print and digital sources 5.2.B
- c record information in simple notes 5.2.C
- d summarize data and information 5.2.D

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3 **By the end of English language proficiency level 3, an ELL can... with support,** 5.3

- a carry out short research projects to answer a question 5.3.A
- b gather information from multiple provided print and digital sources 5.3.B
- c paraphrase key information in a short written or oral report 5.3.C
- d include illustrations, diagrams, or other graphics as appropriate 5.3.D
- e provide a list of sources 5.3.E

4 **By the end of English language proficiency level 4, an ELL can...** 5.4

- a carry out both short and more sustained research projects to answer a question 5.4.A
- b gather information from multiple print and digital sources 5.4.B
- c evaluate the reliability of each source 5.4.C
- d use search terms effectively 5.4.D
- e synthesize information from multiple print and digital sources 5.4.E
- f integrate information into an organized oral or written report 5.4.F
- g include illustrations, diagrams, or other graphics as appropriate 5.4.G
- h cite sources 5.4.H

5 **By the end of English language proficiency level 5, an ELL can...** 5.5

- a carry out both short and more sustained research projects to answer a question or solve a problem 5.5.A
- b gather information from multiple print and digital sources 5.5.B
- c evaluate the reliability of each source 5.5.C
- d use advanced search terms effectively 5.5.D
- e synthesize information from multiple print and digital sources 5.5.E
- f analyze and integrate information into clearly organized spoken and written texts 5.5.F
- g include illustrations, diagrams, or other graphics as 5.5.G

An ELL can… analyze and critique the arguments of others orally and in writing. 6

1 **By the end of English language proficiency level 1, an ELL can... with support,** 6.1

- a identify a point an author or a speaker makes 6.1.A

2 **By the end of English language proficiency level 2, an ELL can... with support,** 6.2

- a identify the main argument an author or speaker makes 6.2.A
- b identify one reason an author or a speaker gives to support the argument 6.2.B

y the end of English language proficiency level 3, an ELL can... with support, 6.3

- explain the reasons an author or a speaker gives to support a claim 6.3.A

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b identify one or two reasons an author or a speaker gives to support the main point 6.3.B

4 By the end of English language proficiency level 4, an ELL can... 6.4

a analyze the reasoning in persuasive spoken and written texts 6.4.A

b determine whether the evidence is sufficient to support the claim 6.4.B

c cite textual evidence to support the analysis 6.4.C

5 By the end of English language proficiency level 5, an ELL can... 6.5

a analyze and evaluate the reasoning in persuasive spoken and written texts 6.5.A

b determine whether the evidence is sufficient to support the claim 6.5.B

c cite specific textual evidence to thoroughly support the analysis 6.5.C

An ELL can… adapt language choices to purpose, task, and audience when speaking and writing. 7

1 By the end of English language proficiency level 1, an ELL can... 7.1

a show emerging awareness of differences between informal and formal language use 7.1.A

b recognize the meaning of some words learned through conversations, reading, and being read to 7.1.B

2 By the end of English language proficiency level 2, an ELL can... 7.2

a show increasing awareness of differences between informal and formal language use 7.2.A

b adapt language choices to task and audience with emerging control in various social and academic contexts 7.2.B

c begin to use some frequently occurring general academic and content-specific words 7.2.C

3 By the end of English language proficiency level 3, an ELL can... 7.3

a adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts 7.3.A

b use an increasing number of general academic and content- specific words and expressions in spoken and written texts 7.3.B

c show developing control of style and tone in spoken and written texts 7.3.C

4 By the end of English language proficiency level 4, an ELL can... 7.4

a adapt language choices and style according to purpose, task, and audience in various social and academic contexts 7.4.A

b use a wider range of complex general academic and content-specific word and phrases 7.4.B

adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate 7.4.C

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5 **By the end of English language proficiency level 5, an ELL can...** 7.5

- a adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts 7.5.A
- b use a wide variety of complex general academic and content- specific words and phrases 7.5.B
- c employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate 7.5.C

An ELL can… determine the meaning of words and phrases in oral presentations and literary and informational text. 8

1 **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),** 8.1

- a 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 8.1.A

2 **By the end of English language proficiency level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),** 8.2

- a determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events 8.2.A

3 **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,** 8.3

- a 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 8.3.A

4 **By the end of English language proficiency level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,** 8.4

- a 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 8.4.A

5 **By the end of English language proficiency level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology,** 8.5

- a determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events 8.5.A

An ELL can… create clear and coherent level-ap te›

1 **By the end of English language proficiency level 1, an ELL can... with support,** 9.1

- a • communicate basic information about an event or topic 9.1.A
- • use a narrow range of vocabulary and syntactically simple sentences 9.1.B

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2 **By the end of English language proficiency level 2, an ELL can... with support,** 9.2

- a recount a short sequence of events in order 9.2.A
- b introduce an informational topic 9.2.B
- c provide one or two facts about the topic 9.2.C
- d use common linking words to connect events and ideas 9.2.D

3 **By the end of English language proficiency level 3, an ELL can... with support,** 9.3

- a recount a sequence of events, with a beginning, middle, and end 9.3.A
- b introduce and develop an informational topic with facts and details 9.3.B
- c use common transitional words and phrases to connect events, ideas, and opinions 9.3.C
- d provide a conclusion 9.3.D

4 **By the end of English language proficiency level 4, an ELL can...** 9.4

- a recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure 9.4.A
- b introduce and develop an informational topic with facts, details, and evidence 9.4.B
- c use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas 9.4.C
- d provide a concluding section or statement 9.4.D

5 **By the end of English language proficiency level 5, an ELL can...** 9.5

- a recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order 9.5.A
- b introduce and effectively develop an informational topic with facts, details, and evidence 9.5.B
- c use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas 9.5.C
- d provide a concluding section or statement 9.5.D

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

1 **By the end of English language proficiency level 1, an ELL can... with support,** 10.1

- a recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions 10.1.A
- b understand and respond to simple questions 10.1.B

2 **By the end of English language proficiency level 2, an ELL can... with support,** 10.2

- a use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions 10.2.A
- b produce simple and compound sentences 10.2.B

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3 **By the end of English language proficiency level 3, an ELL can... with support,** `10.3`

- a use simple phrases `10.3.A`
- b use simple clauses `10.3.B`
- c produce and expand simple, compound, and a few complex sentences `10.3.C`

4 **By the end of English language proficiency level 4, an ELL can...** `10.4`

- a use increasingly complex phrases `10.4.A`
- b use increasingly complex clauses `10.4.B`
- c produce and expand simple, compound, and complex sentences `10.4.C`

5 **By the end of English language proficiency level 5, an ELL can...** `10.5`

- a use complex phrases and clauses `10.5.A`
- b produce and expand simple, compound, and complex sentences `10.5.B`