West Virginia English Learners

Grade 2, Grade 3

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. ELP.2-3.1	Level 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. ELP.2-3.1.L1
	Level 2	Level 2: use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. ELP.2-3.1.L2
	Level 3	Level 3: use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations. ELP.2-3.1.L3
	Level 4	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 • retell a variety of stories from read-alouds, written texts, and oral presentations. ELP.2-3.1.L4
	Level 5	Level 5: use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications. ELP.2-3.1.L5
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. ELP.2-3.2	Level 1	Level 1: • listen to and occasionally participate in short conversations • respond to simple yes/no and some wh- questions. about familiar topics. ELP.2-3.2.L1
	Level 2	Level 2: • participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh- questions about familiar topics. ELP.2-3.2.L2
	Level 3	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 • contribute his or her own comments about familiar topics and texts. ELP.2-3.2.L3
	Level 4	Level 4: • participate in discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts. ELP.2-3.2.L4

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	Level 5	Level 5: • participate in extended discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • express his or her own ideas about a variety of topics and texts. ELP.2-3.2.L5
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. ELP.2-3.3	Level 1	Level 1: • communicate simple information about familiar texts, topics, experiences, or events. ELP.2-3.3.L1
	Level 2	Level 2: • deliver simple oral presentations • compose written texts about familiar texts, topics, experiences, or events. ELP.2-3.3.L2
	Level 3	Level 3: • deliver short oral presentations • compose written narratives • compose informational texts about familiar texts, topics, experiences, or events. ELP.2-3.3.L3
	Level 4	Level 4: • deliver short oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events. ELP.2-3.3.L4
	Level 5	Level 5: with some details, • deliver oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events. ELP.2-3.3.L5
An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. ELP.2-3.4	Level 1	Level 1: • express an opinion about a familiar topic. ELP.2-3.4.L1
	Level 2	Level 2: • express an opinion about a familiar topic or story. ELP.2-3.4.L2
	Level 3	Level 3: • express an opinion • give one or more reasons for the opinion about a familiar topic or story. ELP.2-3.4.L3
	Level 4	Level 4: • introduce a topic • express opinions • give several reasons for the opinions about a variety of topics. ELP.2-3.4.L4
	Level 5	Level 5: • introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement about a variety of topics. ELP.2-3.4.L5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. ELP.2-3.5	Level 1	Level 1: with prompting and support, • carry out short individual or shared research projects • gather information from provided sources • label information. ELP.2-3.5.L1
	Level 2	Level 2: with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes. ELP.2-3.5.L2
	el 3	Level 3: with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information

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		from provided sources • record information/ observations in orderly notes. ELP.2-3.5.L3
	Level 4	Level 4: with prompting and support, • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories. ELP.2-3.5.L4
	Level 5	Level 5: • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into categories. ELP.2-3.5.L5
An ELL can analyze and critique the arguments of others orally and in writing. ELP.2-3.6	Level 1	Level 1: with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes. ELP.2-3.6.L1
	Level 2	Level 2: with prompting and support, • identify a reason an author or a speaker gives to support the main point. ELP.2-3.6.L2
	Level 3	Level 3: • tell how one or two reasons support the main point an author or a speaker makes. ELP.2-3.6.L3
	Level 4	Level 4: • tell how one or two reasons support the specific points an author or a speaker makes. ELP.2-3.6.L4
	Level 5	Level 5: • describe how reasons support the specific points an author or a speaker makes. ELP.2-3.6.L5
An ELL can adapt language choices to purpose, task, and audience when speaking and writing. ELP.2-3.7	Level 1	Level 1: • recognize the meaning of some words learned through conversations, reading, and being read to. ELP.2-3.7.L1
	Level 2	Level 2: • show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. ELP.2-3.7.L2
	Level 3	Level 3: • compare examples of the formal and informal use of English • (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. ELP.2-3.7.L3
	Level 4	Level 4: • adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. ELP.2-3.7.L4
	Level 5	Level 5: • adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. ELP.2-3.7.L5
An Skip to main content the ...	el 1	Level 1: relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few

and phrases in oral presentations and literary and informational text. ELP.2-3.8		frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. ELP.2-3.8.L1
	Level 2	Level 2: using context, visual aids, and knowledge of morphology in his or her native language, • 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. ELP.2-3.8.L2
	Level 3	Level 3: using context, some visual aids, reference materials, and a developing knowledge of English morphology, • 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. ELP.2-3.8.L3
	Level 4	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 • (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events. ELP.2-3.8.L4
	Level 5	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 • (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events. ELP.2-3.8.L5
An ELL can create clear and coherent grade-appropriate speech and text. ELP.2-3.9	Level 1	Level 1: with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control. ELP.2-3.9.L1
	Level 2	Level 2: with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount two events in sequence • use frequently occurring linking words (e.g., and, then) with emerging control. ELP.2-3.9.L2
	Level 3	Level 3: with support (including modeled sentences), • present a few pieces of information about a topic • recount a short sequence of events • use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. ELP.2-3.9.L3
	Level 4	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) • use linking words (e.g., because, and, also) to connect ideas or events. ELP.2-3.9.L4

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	Level 5	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 • provide a concluding statement about the topic. ELP.2-3.9.L5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing. ELP.2-3.10	Level 1	Level 1: with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • respond to simple questions. ELP.2-3.10.L1
	Level 2	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 • produce simple sentences in response to prompts. ELP.2-3.10.L2
	Level 3	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 • produce and expand simple and some compound sentences. ELP.2-3.10.L3
	Level 4	Level 4: • use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • produce and expand simple, compound, and (at Grade 3) a few complex sentences. ELP.2-3.10.L4
	Level 5	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 • produce and expand simple, compound, and (at Grade 3) some complex sentences. ELP.2-3.10.L5
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