

# Grade 9, Grade 10, Grade 11, Grade 12

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. [ELP.9-12.1](#)

**Level 1** Level 1: use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts. [ELP.9-12.1.L1](#)

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**Level 2** Level 2: use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts. [ELP.9-12.1.L2](#)

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**Level 3** Level 3: use a developing set of strategies to: • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text. [ELP.9-12.1.L3](#)

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**Level 4** Level 4: use an increasing range of strategies to: • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text. [ELP.9-12.1.L4](#)

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**Level 5** Level 5: use a wide range of strategies to: • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text. [ELP.9-12.1.L5](#)

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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.9-12.2](#)

**Level 1** Level 1: • participate in short conversational and written exchanges on familiar topics • present information • respond to simple yes/no questions and some wh- questions. [ELP.9-12.2.L1](#)

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**Level 2** Level 2: • participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh- questions. [ELP.9-12.2.L2](#)

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**Level 3** Level 3: • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed. [ELP.9-12.2.L3](#)

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**Level 4** Level 4: • participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed. [ELP.9-12.2.L4](#)

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**Level 5** Level 5: • participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed. [ELP.9-12.2.L5](#)

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An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. [ELP.9-12.3](#)

**Level 1** Level 1: with support (including modeled sentences), • communicate information about familiar texts, topics, and experiences. [ELP.9-12.3.L1](#)

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**Level 2** Level 2: with support (including modeled sentences), • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events. [ELP.9-12.3.L2](#)

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**Level 3** Level 3: with support (including modeled sentences), • deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events. [ELP.9-12.3.L3](#)

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**Level 4** Level 4: • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. [ELP.9-12.3.L4](#)

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**Level 5** Level 5: • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. [ELP.9-12.3.L5](#)

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An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. [ELP.9-12.4](#)

**Level 1** Level 1: • express an opinion about a familiar topic. [ELP.9-12.4.L1](#)

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**Level 2** Level 2: • construct a claim about familiar topics • introduce the topic • give a reason to support the claim • provide a concluding statement. [ELP.9-12.4.L2](#)

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**Level 3** Level 3: • construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement. [ELP.9-12.4.L3](#)

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**Level 4** Level 4: • construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement. [ELP.9-12.4.L4](#)

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**Level 5** Level 5: • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered

and relevant reasons and evidence to support the claim and to refute the counter-claim • provide a conclusion that summarizes the argument presented. [ELP.9-12.4.L5](#)

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An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. [ELP.9-12.5](#)

**Level 1** Level 1: • gather information from a few provided print and digital sources • label collected information, experiences, or events. [ELP.9-12.5.L1](#)

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**Level 2** Level 2: • gather information from provided print and digital sources • summarize data and information. [ELP.9-12.5.L2](#)

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**Level 3** Level 3: • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • evaluate the reliability of each source • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics • provide a list of sources. [ELP.9-12.5.L3](#)

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**Level 4** Level 4: • carry out both short and more sustained research projects to answer a question • gather and synthesize information from multiple print and digital sources • use search terms effectively • evaluate the reliability of each source • integrate information into an organized oral or written report • cite sources appropriately. [ELP.9-12.5.L4](#)

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**Level 5** Level 5: • carry out both short and more sustained research projects to answer a question or solve a problem • gather and synthesize information from multiple print and digital sources • use advanced search terms effectively • evaluate the reliability of each source • analyze and integrate information into a clearly organized oral or written text • cite sources appropriately. [ELP.9-12.5.L5](#)

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An ELL can analyze and critique the arguments of others orally and in writing. [ELP.9-12.6](#)

**Level 1** Level 1: • identify a point an author or a speaker makes. [ELP.9-12.6.L1](#)

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**Level 2** Level 2: • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument. [ELP.9-12.6.L2](#)

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**Level 3** Level 3: • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis. [ELP.9-12.6.L3](#)

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**Level 4** Level 4: • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite textual evidence to support the analysis. [ELP.9-12.6.L4](#)

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**Level 5** Level 5: • analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to thoroughly support the analysis. [ELP.9-12.6.L5](#)

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An ELL can adapt language choices to purpose, task, and audience when speaking and writing. [ELP.9-12.7](#)

**Level 1** Level 1: • recognize the meaning of some words learned through conversations, reading, and being read to. [ELP.9-12.7.L1](#)

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**Level 2** Level 2: • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion. [ELP.9-12.7.L2](#)

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**Level 3** Level 3: • adapt language choices and style according to purpose, task, and audience with developing ease • use an increasing number of general academic and content-specific words and expressions in speech and written text • show developing control of style and tone in oral or written text. [ELP.9-12.7.L3](#)

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**Level 4** Level 4: • adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate. [ELP.9-12.7.L4](#)

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**Level 5** Level 5: • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate. [ELP.9-12.7.L5](#)

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An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. [ELP.9-12.8](#)

**Level 1** Level 1: relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events. [ELP.9-12.8.L1](#)

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**Level 2** Level 2: using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. [ELP.9-12.8.L2](#)

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**Level 3** Level 3: using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. [ELP.9-12.8.L3](#)

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**Level 4** Level 4: using context, increasingly complex visual aids, reference materials, 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 texts about a variety of topics, experiences, or events. [ELP.9-12.8.L4](#)

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**Level 5** Level 5: using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and

connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events. [ELP.9-12.8.L5](#)

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An ELL can create clear and coherent grade-appropriate speech and text. [ELP.9-12.9](#)

**Level 1** Level 1: with support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control. [ELP.9-12.9.L1](#)

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**Level 2** Level 2: with support (including modeled sentences), • recount a short sequence of events in order, and • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas (e.g., first, next, because) with emerging control. [ELP.9-12.9.L2](#)

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**Level 3** Level 3: • 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 (e.g., after a while, for example, as a result) • provide a conclusion with developing control. [ELP.9-12.9.L3](#)

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**Level 4** Level 4: • 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 text and speech and to clarify relationships among events and ideas • provide a concluding section or statement with increasingly independent control. [ELP.9-12.9.L4](#)

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**Level 5** Level 5: • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement. [ELP.9-12.9.L5](#)

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An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing. [ELP.9-12.10](#)

**Level 1** Level 1: with support (including modeled sentences), • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions. [ELP.9-12.10.L1](#)

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**Level 2** Level 2: with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences. [ELP.9-12.10.L2](#)

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**Level 3** Level 3: with support (including modeled sentences), • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences. [ELP.9-12.10.L3](#)

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**Level 4** Level 4: • use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • produce and expand simple, compound, and complex sentences. [ELP.9-12.10.L4](#)

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**Level 5** Level 5: • use complex phrases and clauses • produce and expand simple, compound, and complex sentences. [ELP.9-12.10.L5](#)

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**Standard**