CELP Standards K-12 Progressions with Proficiency Descriptors by Standard

Standard 1: An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds and oral presentations of information or stories	with prompting and supports, use an emerging set of strategies to: • identify some key words, attributes, and phrases from read-alouds and oral presentations	with prompting and supports, use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations	with prompting and supports, use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories or events • retell events from read-alouds, picture books, and oral presentations	with prompting and supports, use a wide range of strategies to: • identify main topics • answer questions about key details • retell stories and events from read-alouds, picture books, and oral presentations
Grade 1	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds, picture books, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify key words, attributes, and phrases from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify main topics • answer questions about key details • retell some key details or events from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories and events, including key details from read-alouds, written texts, and oral presentations
Grades 2-3	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, 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	with guidance and supports, 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	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	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

Standard 1: An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 4-5	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell/describe a few key details from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • determine the main idea or theme • retell/describe a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or theme • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations
Grades 6-8	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
Grades 9-12	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, 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 • explain how details support the main topic	with guidance and supports, 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 parts of the text	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 text	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

**Standard 2****: An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • respond to simple yes/no and wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • follow some rules for discussion • respond to yes/no and wh-questions • make comments of his or her own about familiar topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer simple questions • follow increasing number of rules for discussion • make comments of his or her own about a variety of topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer questions • follow rules for discussion • contribute his or her own relevant comments about a variety of topics
Grade 1	with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer simple questions to gain information or clarify understanding about familiar topics	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • respond to the comments of others • make comments of his or her own about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • build on the comments of others • contribute his or her own relevant comments about a variety of topics and texts

Standard 2: An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • 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	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • express his or her own ideas about a variety of topics and texts
Grades 4-5	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond verbally and nonverbally to simple questions and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond to simple questions and wh-questions • present information and ideas about familiar topics and texts	with guidance and supports, • participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary • respond to others' comments • add some comments of his or her own • ask and answer questions to gain information or clarify understanding about familiar topics and texts	• participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts	• participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts

Standard 2: An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh-questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed
Grades 9-12	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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

Standard 3: An EL can speak and write about grade-appropriate complex literary and informational texts and topics.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	with prompting and supports, • communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • tell or dictate messages • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events	with prompting and supports, • make oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events
Grade 1	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic messages using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • deliver short simple oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about familiar topics, stories, experiences, or events	• deliver short simple oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include relevant details about a variety of texts, topics, experiences, or events	• deliver oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include key details about a variety of texts, topics, experiences, or events

Standard 3: An EL can speak and write about grade-appropriate complex literary and informational texts and topics.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • deliver basic oral presentations • compose short written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives with drawings or illustrations • compose informational texts with drawings and illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	including key details, • deliver short oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events
Grades 4-5	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, events, or objects in the environment	with prompting and supports, • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary about familiar texts, topics, and experiences	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and experiences	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, and topics

Standard 3: An EL can speak and write about grade-appropriate complex literary and informational texts and topics.

	Level 1	Level 2	Level 3	Level 4	Level 5
	By the end of each English language proficiency level, an EL can . . .				
Grades 6-8	with prompting and supports,	with prompting and supports,	with guidance and supports,	including relevant general and specific details,	including relevant details and examples to fully develop a topic,
	• communicate basic information using words and phrases acquired in conversations, reading, and being read to	• deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details	• deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details	• deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary	• deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary
	about familiar texts, topics, and experiences	about familiar texts, topics, experiences, or events	about familiar texts, topics, or events	about a variety of texts, topics, and events	about a variety of texts, topics, and events
Grades 9-12	with prompting and supports,	with prompting and supports,	with guidance and supports,	including relevant general and specific details, concepts, and examples to develop the topic,	including relevant details, concepts, information, and examples to fully develop a topic,
	• communicate information using words and phrases acquired in conversations, reading, and being read to	• deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details	• deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details	• deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary	• deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary
	about familiar texts, topics, and experiences	about familiar texts, topics, experiences, or events	about mix of familiar and new texts, topics, or events	about a variety of texts, topics, or events	about a variety of texts, topics, or events

Standard 4: An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic, text, or experience	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, or experiences	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, experiences, or events
Grade 1	with prompting and supports, • verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment	with prompting and supports, • express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events	• introduce the topic • express opinions • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about a variety of texts topics, experiences, and events	• introduce the topic • express opinions • give a reason for the opinion • provide a sense of closure • use words and phrases acquired in conversations, reading, and being read to about a variety of texts, topics, experiences, or events
Grades 2-3	with prompting and supports, • verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics or experiences	with prompting and supports, • express an opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give one or more reasons for the opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events	• introduce a topic • express opinions • create an organizational structure • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events

Standard 4: An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 4-5	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary	with guidance and supports, • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary
Grades 6-8	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary
Grades 9-12	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

Standard 5: An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or from a provided source	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from a provided source • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label information • present findings to a peer or small group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label and sort information into provided categories • present findings to a small or large group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from a variety of provided sources • label and sort information • present findings to a small or large group using drawings or illustrations, when useful
Grade 1	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from simple provided sources • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label information	with guidance and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources. • label and sort information into provided categories • present findings to a peer or small group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label and sort information • record some information/observations in simple notes • present findings to a small or large group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from a variety of provided sources. • record some information/observations in simple notes. • present findings to a small or large group using drawings or illustrations, when useful

Standard 5: An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • label information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label information • record some information/observations in simple notes	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label and sort information into provided categories • record information/ observations in orderly notes. • present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into provided categories. • record information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into categories. • record key information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful
Grades 4-5	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from a few provided sources • label some key information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • record some information	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from print and digital sources • identify and record key information in orderly notes • present findings in an oral or written text to a peer or small group	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in detailed and orderly notes, with graphics, as appropriate to support the analysis and reflection of the topic • present findings in an organized oral or written text • provide a list of sources

Standard 5: An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • gather information from multiple print and digital sources • use search terms effectively • quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • gather information from multiple print and digital sources • use search terms effectively • (at Grade 8) evaluate the credibility of each source • quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate • integrate information into an organized oral or written report • cite sources • use a standard format for citations
Grades 9-12	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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

Standard 6: An EL can analyze and critique the arguments of others orally and in writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • orally or nonverbally identify the opinion or preference of others	with prompting and supports, • orally identify the opinion or preference of others	with prompting and supports, • identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or speaker gives to support a point	with prompting and supports, • identify the main point of an author or speaker • identify the reasons an author or speaker gives to support main point
Grade 1	with prompting and supports, • use a few frequently occurring words and phrases to identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support a point	with guidance and supports, • identify the main point of an author or speaker • identify one or two reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • identify reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • explain the reasons an author or a speaker gives to support the main point
Grades 2-3	with prompting and supports, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes	• identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes	• identify the main point of an author or speaker • describe how reasons support the specific points an author or a speaker makes
Grades 4-5	with prompting and supports, • identify a point an author or speaker makes	with prompting and supports, • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points

Standard 6: An EL can analyze and critique the arguments of others orally and in writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• analyze the argument and specific claims made in texts or speech • determine whether the evidence is sufficient to support the claims • cite textual evidence to support the analysis	• analyze and evaluate the argument and specific claims made in texts or speech/ presentations • determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims • cite textual evidence to support the analysis
Grades 9-12	with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • cite specific textual evidence to thoroughly support the analysis

Standard 7: An EL can adapt language choices to purpose, task, and audience when speaking and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate a developing awareness of the difference social language and language for the classroom	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate an awareness of differences between social language and language appropriate to the classroom
Grade 1	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with guidance and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to • demonstrate awareness of the difference between social language and language for the classroom	• use some words learned through conversations, reading, and being read to • demonstrate awareness of differences between social language and language appropriate to the classroom	• use words learned through conversations, reading, and being read to • shift appropriately between social language and language appropriate to the classroom
Grades 2-3	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	with guidance and supports, • demonstrate awareness of differences between social language and language appropriate to the classroom • (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts

Standard 7: An EL can adapt language choices to purpose, task, and audience when speaking and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 4-5	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use language for social and academic purposes • use some words learned through conversations, reading, and being read to	with guidance and supports, • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text	• adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases in speech and writing	• adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing
Grades 6-8	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices according to task and audience • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions	with guidance and supports, • adapt language choices and style according to purpose, task, and audience • use an increasing number of general academic and content-specific words and phrases in speech and short written texts • show developing control of style and tone in oral or written text	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• adapt language choices and style according to purpose, task, and audience, • use a wide variety of complex general academic and content-specific academic words to precisely express ideas • maintain an appropriate and consistent style and tone throughout an oral or written text
Grades 9-12	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	Level 1	Level 2	Level 3	Level 4	Level 5
	By the end of each English language proficiency level, an EL can . . .				
Kindergarten	relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, • answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), • answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events	using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -s, and some common prefixes and suffixes), • answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events
Grade 1	relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, • answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes and suffixes) • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	relying on visual aids, context, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, visual aids, and knowledge of morphology in the native language, • ask and answer simple questions about the meaning of frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	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	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) determine the meaning of some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes and suffixes), • determine the meaning of words, phrases, and idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events
Grades 4-5	relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of some frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, • determine the meaning of general academic and content-specific words, phrases • determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes and suffixes), • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because, and, also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because, and, also*) to connect ideas and events • provide a concluding statement about the topic
Grades 4-5	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next, because, and, also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while, for example, in order to, as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots 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	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events
Grades 9-12	relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	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	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	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

Standard 9: An EL can create clear and coherent grade-appropriate speech and text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience or a familiar story • describe objects in the environment using visual supports • use some frequently occurring linking words (e.g., *and, so*)	with prompting and supports, • orally retell a simple sequence of events from an experience or a familiar story • describe objects in the environment • use frequently occurring linking words (e.g. *and, so then*)	with prompting and supports, • orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end • describe objects in the environment • use frequently occurring linking words (e.g. *and, so, then*)	with prompting and supports, • retell a short sequence of events from an experience or a familiar story, including key details • describe the attributes and positions of objects in the environment • use frequently occurring linking words (e.g. *and, so, then*) and positional words (e.g., *above, beside*)
Grade 1	with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience, event, or a familiar story • present basic information • use of some frequently occurring linking words (e.g. *and, so*)	with guidance and supports, • retell a simple sequence of events or familiar story in the correct order • present basic information • use some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*)	• retell events or a story in sequence including key details • present basic information about a topic • use some temporal words (e.g., *next*, *after*),and some frequently occurring linking words (*and, so*) • provide some sense of closure	• retell a sequence of events or a story in the correct order including key details • introduce a topic • provide some related facts about a topic • use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) • provide some sense of closure

Standard 9: An EL can create clear and coherent grade-appropriate speech and text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic
Grades 4-5	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next, because, and, also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while, for example, in order to, as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section

Standard 9: An EL can create clear and coherent grade-appropriate speech and text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section
Grades 9-12	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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

Standard 10: An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple yes/no questions in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring nouns and verbs • respond to simple wh-questions • produce a few simple sentences in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce simple sentences in shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce and expand simple sentences in shared language activities	with prompting and supports, • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer questions • produce and expand simple sentences in shared language activities
Grade 1	with prompting and supports, • understand and use frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions	with prompting and supports, • recognize and use frequently occurring nouns, verbs, prepositions, and pronouns • produce simple sentences	with guidance and supports, • use some singular and plural nouns and pronouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts about familiar topics	• use an increasing number of singular and plural nouns, pronouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences in response to prompts	• use singular and plural nouns, and pronouns • use past, present, and future verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand a variety of simple and compound sentences in response to prompts

Standard 10: An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • understand and use a small number of frequently occurring nouns and verbs • respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring collective nouns (e.g. *group*) and frequently occurring irregular plural nouns (e.g. children) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • 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	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) a few complex sentences	• use collective and commonly occurring abstract nouns (e.g. *childhood*) and reflexive pronouns • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences
Grades 4-5	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • produce and expand simple, compound, and complex sentences

Standard 10: An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• use intensive/reflexive pronouns • use verbs in the active and passive voices • place phrases and clauses within a sentence • recognize and correct misplaced and dangling modifiers (e.g. gerunds, participles, and infinitives) • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences
Grades 9-12	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • produce and expand simple, compound, and complex sentences