

By the end of each of the given levels of English language proficiency\* English language learners can...

	ELP Level 1 Entering	ELP Level 2 Emerging	ELP Level 3 Developing	ELP Level 4 Expanding	ELP Level 5 Bridging	ELP Level 6 Reaching
LISTENING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Pointing to pictures described orally in context (e.g., “the big dog”)</li> <li>Finding familiar people, places, or objects named orally (e.g., “Where’s a chair?”)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Responding with gestures to songs, chants, or stories modeled by teachers</li> <li>Matching familiar pictures, objects, or movements to oral statements (e.g., “Clap your hands.”)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Acting out songs, chants, stories and poems with gestures as a whole group</li> <li>Following sequential language for oral directions one step at a time (e.g., “Walk to the door. Now, come to the circle.”)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Role playing in response to illustrated stories read aloud</li> <li>Matching extended oral descriptions of content-related topics to illustrations or graphics (e.g., “The bright yellow ball is shining in the sky.”)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Arranging content-related objects or illustrations according to oral discourse with a partner</li> <li>Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., “Follow me. Put two blue crayons on your table. Then put two red crayons. Now put two more crayons of another color.”)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying drawings or other visual displays from elaborate descriptions with details</li> <li>Identifying detailed information in oral discourse or through multimedia</li> </ul>
SPEAKING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Repeating words, simple phrases or expressions from familiar stories as a whole class</li> <li>Participating in group songs, chants, or poems using gestures or physical movement</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Restating some language associated with illustrated short stories or informational text (e.g., “I see.” “I hear.”)</li> <li>Re-enacting various roles when interacting in pairs or in small groups</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Retelling main events in short narrative stories to peers using pictures</li> <li>Describing attributes of familiar objects, people, and places</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Retelling familiar stories through a series of pictures</li> <li>Sharing personal stories or experiences with others (e.g., in multiple languages)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Relating school-based content and personal experiences with peers and adults</li> <li>Rephrasing events from stories or information with a partner (e.g., class rules or routines)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Retelling familiar stories, including key details with prompting and support</li> <li>Describing details about characters, settings, and major events in illustrated stories with prompting and support</li> </ul>

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READING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Matching icons and symbols to corresponding pictures</li> <li>• Identifying labeled real-life classroom objects (<i>e.g., tables, books, door</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Reproducing content-related information in oral text through drawings</li> <li>• Acting out familiar rhymes from text read aloud or chanted in small groups</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying familiar words in context (<i>e.g., in Big Books or wall charts</i>) in small groups</li> <li>• Recognizing persons and settings in illustrated text read aloud</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying words in picture dictionaries (<i>e.g., in multiple languages</i>)</li> <li>• Recognizing common types of text (<i>e.g., storybooks, poems</i>) read aloud</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Ordering words to form short sentences from oral models (<i>e.g., using pocket charts, cards</i>)</li> <li>• Identifying language related to spatial relations (<i>e.g., in front of, next to, in between</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>• Identifying major events in stories with prompting and support</li> <li>• Identifying main ideas and details in common types of illustrated text (<i>e.g., trade books, rhymes</i>)</li> </ul>
WRITING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Dictating personal information scribed by adults (<i>e.g., about self and family members</i>)</li> <li>• Reproducing icons or environmental print related to self from models</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Reproducing symbols, numbers, and illustrated words from models in context</li> <li>• Drawing and labeling familiar people, objects, or events from models (<i>e.g., word walls, posters, cards</i>)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Reproducing familiar words from labeled models or illustrations (<i>e.g., labeled dioramas</i>)</li> <li>• Restating facts about personal experiences shared with classmates (<i>e.g., through illustrated text</i>)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Producing familiar words and phrases from environmental print and illustrated text</li> <li>• Drawing and describing different parts of stories, personal experiences, or events (<i>e.g., written conversations</i>) with a peer</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Describing everyday experiences using illustrated phrases and short sentences</li> <li>• Producing illustrated stories about self or family (<i>e.g., using one or more languages</i>)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>• Stating information to answer modeled questions about experiences with guidance</li> <li>• Using new words and phrases acquired through conversations or oral reading in short illustrated sentences</li> </ul>

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LISTENING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying illustrated activities described orally</li> <li>Following modeled actions to show likes or dislikes (e.g., using “or” words and phrases, “read” or “write”)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Matching real-life objects to illustrations about their use based on oral statements</li> <li>Identifying people and places associated with everyday events described orally (e.g., “It is Monday. You are at school.”)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying language associated with features of objects or print (e.g., “Show me a word in the title.”)</li> <li>Following peer-modeled oral commands with a partner</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Drawing individual phases or steps to “how” questions (e.g., “How does a caterpillar change into a butterfly?”)</li> <li>Pointing out illustrated details that match oral descriptions of cycles or procedures</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying illustrations related to cause and effect from oral information</li> <li>Reenacting procedural information obtained from videos or other media (e.g., “Show me how to make day and night.”)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Recognizing language related to scientific or mathematical processes</li> <li>Identifying patterns in procedures or natural phenomena in illustrated stories read aloud</li> </ul>
SPEAKING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English)</li> <li>Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., “Put away toys. Get in line.”)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing uses of everyday objects or roles of familiar people (e.g., “Teacher reads.”)</li> <li>Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)</li> <li>Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Describing classroom routines (e.g., putting away puzzles)</li> <li>Comparing and contrasting placement of real-life objects and phenomena (e.g., “on the table” v. “under the table”)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Providing details related to classroom activities and tasks in small groups (e.g., how we work together)</li> <li>Describing steps in familiar cycles and processes (e.g., getting in a circle to play a game)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Comparing two objects using measurable attributes (e.g., “The table is higher than the chair.”)</li> <li>Describing the causes or effects of different phenomena based on observations and experiences (e.g., pull/push, sink/float)</li> </ul>

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READING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Matching illustrations with modeled language with a partner</li> <li>• Identifying steps in procedures from illustrations and icons (e.g., “It goes up. It comes down.”)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Identifying illustrated words or icons to show why (e.g., in play-based activities)</li> <li>• Following illustrated directions with a peer (e.g., to form shapes or patterns)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Pointing out causes or motives in illustrated stories read aloud</li> <li>• Showing relationships depicted in informational text with real-life objects (e.g., “5 is more than 3.”)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., “the big tall giraffe and the teeny tiny mouse”)</li> <li>• Classifying how to resolve situations faced by characters or in content-related text using graphic organizers</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Matching familiar descriptive phrases to objects or illustrations with a partner (e.g., steps in morning routines)</li> <li>• Comparing how to do something in different ways from illustrated stories (e.g., making fruit salad)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Drawing sketches or models to show how to solve problems read from illustrated informational text</li> <li>• Locating descriptive language related to “how” or “why” in illustrated text in small groups</li> </ul>
WRITING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages)</li> <li>• Drawing what comes next (e.g., in stories or experiments)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Connecting oral language to print (e.g., through language experience)</li> <li>• Reproducing labeled pictures or photographs to describe processes or procedures (e.g., producing an album)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Describing familiar events or phenomena using sentence starters and drawings</li> <li>• Identifying self as an author through pictures and invented words (e.g., by keeping a journal)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Describing how to do something through a sequence of pictures and words</li> <li>• Composing group drafts on different processes based on oral input or experiences modeled by teachers</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Describing uses of tools or objects with a peer (e.g., from illustrated phrase walls)</li> <li>• Sequencing content-related processes by drawing and describing objects (e.g., from seeds to plants)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Stating steps of familiar routines or events by drawing, dictating, and writing</li> <li>• Responding to “how” questions and suggestions from peers, with guidance from adults, to add details to text</li> </ul>

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LISTENING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying personal choices (e.g., “<i>Show me your favorite...</i>”) from different examples</li> <li>Classifying everyday objects by descriptive features (e.g., <i>red ones, blue ones</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Discriminating between words and phrases related to personal choices (e.g., “<i>The park or the zoo?</i>”)</li> <li>Identifying oral preferences stated by others (e.g., <i>choosing pictures or objects</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Acting out opposites using gestures (e.g., <i>through songs or chants</i>)</li> <li>Responding non-verbally to show agreement or disagreement with opinions of others (e.g., <i>thumbs up, thumbs down</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Drawing to make predictions from illustrated stories read aloud (e.g., “<i>What happens next?</i>”)</li> <li>Classifying fact from fiction in oral discourse (e.g., <i>through physical responses or sorting pictures</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Agreeing or disagreeing with oral claims using gestures (e.g., “<i>Tomorrow will be hotter than today.</i>”) </li> <li>Identifying reasons for choices in real life scenarios read aloud (e.g., <i>by circling pictures</i>)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Interpreting which side to take and why from dialogs or short conversations</li> <li>Identifying details of stories or scenarios read aloud that represent different points of view</li> </ul>
SPEAKING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Stating personal likes from oral prompts (e.g., <i>sports, food, animals</i>)</li> <li>Naming choices from models (e.g., “<i>Apple or banana?</i>”) </li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Stating personal preferences (e.g., “<i>I like this.</i>”) </li> <li>Agreeing or disagreeing with familiar questions (e.g., “<i>Are you ready?</i>” “<i>Yes I am.</i>”) </li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Stating personal preferences or opinions (e.g., “<i>Recess is best.</i>”) </li> <li>Predicting everyday situations or events from illustrations</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Expressing likes, dislikes, or preferences with reasons (e.g., “<i>I like ___ because___.</i>”) </li> <li>Giving reasons for classifying familiar objects with classmates (e.g., <i>in open sorts</i>)</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Offering personal opinions about content-related ideas in small groups</li> <li>Giving reasons for content-related information when modeled (e.g., “<i>These animals go together because they have spots.</i>”) </li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Agreeing or disagreeing with reasons for categorizing content-related information with a partner</li> <li>Stating personal opinions with justification for content-related ideas or topics</li> </ul>

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READING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Pointing to labeled pictures or objects of personal preferences</li> <li>Matching illustrations to words of personal interest as modeled</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Classifying labeled pictures of personal choices from stories according to different character traits</li> <li>Making choices from illustrated descriptions read aloud and sharing with peers (e.g., based on “or” phrases)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Predicting next steps, actions, or events in informational text and stories read aloud (e.g., by pointing to pictures)</li> <li>Indicating agreement or disagreement with authors’ points of view of text read aloud with a partner</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Interpreting pictures in informational text as true or false in small groups</li> <li>Comparing choices of different characters in illustrated text read aloud (e.g., using T charts)</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Evaluating situations in picture books and matching them to related reasons for choices</li> <li>Agreeing or disagreeing with actions of characters in illustrated text read aloud</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying different points of view from illustrated text with prompting and support</li> <li>Identifying similarities in and differences between two texts on the same topic (e.g., pasting or matching words found in both sources)</li> </ul>
WRITING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Illustrating likes or dislikes from real-life objects or pictures</li> <li>Drawing or making collages about personal interests or content-related topics in small groups</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Drawing and reproducing words about preferences (e.g., from charts or posters)</li> <li>Stating personal choices from models (e.g., labeling photos or drawings of self)</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Agreeing or disagreeing with choices (e.g., producing “yes” or “no”) from models</li> <li>Completing text about personal opinions on different topics (e.g., “I like ____.”)</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Producing statements about choices using different models as examples (e.g., “I want to ____.”)</li> <li>Building short sentences from personal preferences using pictures or photos with partners</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Making requests to indicate preferences (e.g., “Can I have ...?”)</li> <li>Listing reasons for content-related choices with guidance and support (e.g., “Why do you like number 5?”)</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Composing opinion pieces using content-related language with prompting and support</li> <li>Making claims using content-related language about topics or books (e.g., dictated to adults)</li> </ul>

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ORAL LANGUAGE	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>• Attending to the speaker to demonstrate understanding</li> <li>• Following routines, chants, and songs</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>• Addressing others according to relationship (<i>e.g., student-student, student-teacher</i>)</li> <li>• Participating in exchanges between peers (<i>e.g., thumb buddies, turn and talk</i>)</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>• Working together collaboratively (<i>e.g., taking turns, listening to others</i>)</li> <li>• Using language and body movement to include others in conversations</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>• Proposing ideas to contribute to conversations</li> <li>• Asking questions to request clarification</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>• Asking questions to extend conversations</li> <li>• Demonstrating active listening to show respect to the speaker</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>• Sustaining conversations on a topic</li> <li>• Building on comments/ responses of others</li> </ul>

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