

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>Process recounts by</p> <ul style="list-style-type: none"> Mimicking gestures or movement associated with oral commands Matching key words or expressions in songs, chants, and poems to illustrations 	<p>Process recounts by</p> <ul style="list-style-type: none"> Acting out oral statements using manipulatives or real-life objects Pointing to objects, characters or places from oral descriptions 	<p>Process recounts by</p> <ul style="list-style-type: none"> Sequencing pictures of stories read aloud (<i>e.g., beginning, middle, end</i>) Following modeled oral instructions related to content 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying characters, plots, and settings from oral stories Finding details in illustrated narrative or informational text read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Constructing models based on instructions from extended oral discourse with a partner Following multi-step oral directions during content-related activities 	<p>Process recounts by</p> <ul style="list-style-type: none"> Matching relevant details to main ideas presented in oral discourse Identifying different genres through multiple readings of text by adults (<i>e.g., rhymes, stories, informational text</i>)
SPEAKING	<p>Recount by</p> <ul style="list-style-type: none"> Repeating words, phrases and memorized chunks of language related to different topics Answering yes or no questions about stories or experiences 	<p>Recount by</p> <ul style="list-style-type: none"> Stating content-related facts in context (<i>e.g., playing telephone</i>) Describing characters or places in picture books 	<p>Recount by</p> <ul style="list-style-type: none"> Retelling simple stories from picture cues Participating in dialog with peers on familiar topics 	<p>Recount by</p> <ul style="list-style-type: none"> Restating information with some details Summarizing a series of familiar events or routines 	<p>Recount by</p> <ul style="list-style-type: none"> Presenting information on content-related topics Sharing details about personal experiences with peers and adults 	<p>Recount by</p> <ul style="list-style-type: none"> Producing discourse appropriate to task and situation Rehearsing content-related presentations with peers

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READING	<p>Process recounts by</p> <ul style="list-style-type: none"> Using pictures and illustrations to identify themes or storylines Matching vocabulary to illustrated stories 	<p>Process recounts by</p> <ul style="list-style-type: none"> Pointing to icons, letters, or illustrated words that represent ideas Identifying repetitive words and phrases in texts 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying Wh-words in questions (<i>e.g., who, what, when</i>) Recalling content-related information from illustrated texts read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying the main topic of texts Ordering illustrations based on sequence of events from texts read aloud 	<p>Process recounts by</p> <ul style="list-style-type: none"> Distinguishing among characters, settings, and events in narratives Reconstructing texts read orally using drawings or re-enacting text with performances 	<p>Process recounts by</p> <ul style="list-style-type: none"> Identifying who is telling the story at various points in texts Matching original text to paraphrased versions
WRITING	<p>Recount by</p> <ul style="list-style-type: none"> Forming words using a variety of strategies Answering Wh- oral questions or using icons to plan stories 	<p>Recount by</p> <ul style="list-style-type: none"> Providing information in graphic organizers Presenting content-related information labeling visuals or graphics 	<p>Recount by</p> <ul style="list-style-type: none"> Describing feelings or reactions to personal events or situations Recalling information from events or experiences 	<p>Recount by</p> <ul style="list-style-type: none"> Producing a series of related sentences from transition word starters (<i>e.g., first, next, last</i>) Describing observations first-hand or from media 	<p>Recount by</p> <ul style="list-style-type: none"> Composing stories or narratives using sequential language Editing personal narratives based on criteria for success 	<p>Recount by</p> <ul style="list-style-type: none"> Producing narratives with at least two sequential events Producing narrative sequences from timelines and labeled drawings

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LISTENING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying real-life objects based on descriptive oral phrases or short sentences Pointing to objects or people reflective of content-related vocabulary (e.g., <i>family members</i>) 	<p>Process explanations by</p> <ul style="list-style-type: none"> Classifying real-life objects according to their function based on oral directions Interpreting oral descriptions and matching them to illustrations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Following peer statements to create projects Identifying illustrated cycles or processes described orally 	<p>Process explanations by</p> <ul style="list-style-type: none"> Following illustrated content-related procedures shared orally Organizing real-life objects based on oral comparisons 	<p>Process explanations by</p> <ul style="list-style-type: none"> Organizing causes and effects of various phenomena presented orally Using strategies and procedures shared by peers 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying details from oral descriptions of processes or procedures Representing ideas from oral discussions or multimedia
SPEAKING	<p>Explain by</p> <ul style="list-style-type: none"> Answering questions with words or phrases (e.g., <i>“Go washroom.”</i>) Describing pictures or classroom objects 	<p>Explain by</p> <ul style="list-style-type: none"> Demonstrating how to do something using gestures or real-life objects (e.g., <i>tie a bow</i>) Describing what people do from action pictures (e.g., <i>jobs of community workers</i>) 	<p>Explain by</p> <ul style="list-style-type: none"> Stating associations between two objects, people, or events (e.g., <i>“Lidia is my sister and Lisa is my sister.”</i>) Telling why something happened 	<p>Explain by</p> <ul style="list-style-type: none"> Connecting ideas by building on guided conversations with peers Describing in detail the function of objects or roles of people 	<p>Explain by</p> <ul style="list-style-type: none"> Stating conditions for cause and effect (e.g., <i>“If it rains, I play inside.”</i>) Elaborating on details of content-related procedures 	<p>Explain by</p> <ul style="list-style-type: none"> Asking and answering content-related “how” and “why” questions Expressing connected ideas with supporting details

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READING	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying icons from illustrated texts or media with a partner Sorting objects according to their use based on labeled illustrations 	<p>Process explanations by</p> <ul style="list-style-type: none"> Matching descriptive labels or headings to illustrated text Identifying labeled illustrations signaled by Wh- questions 	<p>Process explanations by</p> <ul style="list-style-type: none"> Sorting illustrated content words and phrases into categories Matching labeled illustrations to “how” or “why” questions 	<p>Process explanations by</p> <ul style="list-style-type: none"> Finding details in illustrated narrative or informational texts read aloud Identifying what authors say in oral stories 	<p>Process explanations by</p> <ul style="list-style-type: none"> Ordering content-related events according to information in illustrated texts Identifying steps or stages of content-related processes or events from informational or explanatory texts 	<p>Process explanations by</p> <ul style="list-style-type: none"> Identifying words and phrases related to cause and effect Identifying reasons for actions in stories, songs, and poems
WRITING	<p>Explain by</p> <ul style="list-style-type: none"> Designing, drawing and labeling content-specific models Identifying topics through photographs, illustrated word walls, or software 	<p>Explain by</p> <ul style="list-style-type: none"> Labeling and illustrating observations over time (<i>e.g., growing plants</i>) Describing people, places, or objects from illustrated examples 	<p>Explain by</p> <ul style="list-style-type: none"> Classifying illustrated words and phrases into groups (<i>e.g., “Animals that fly. Animals that swim.”</i>) Comparing real-life objects, numbers, or animals using models 	<p>Explain by</p> <ul style="list-style-type: none"> Describing models related to content-related phenomena in pictures or real-life Expressing feelings and a reason related to situations or events 	<p>Explain by</p> <ul style="list-style-type: none"> Describing causes and effects of actions and strategies Sequencing steps in solving problems using short sentences, illustrations, and symbols 	<p>Explain by</p> <ul style="list-style-type: none"> Predicting how stories, events, or situations might end Producing texts that can name a topic and supply topic-related facts

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LISTENING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Answering questions about likes and preferences • Identifying words or phrases that express opinions 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Evaluating options to make personal choices from oral simple sentences • Signaling agreement or disagreement with short oral statements using gestures (e.g., “<i>Today is Monday.</i>” “<i>Clap one time for yes. Clap two times for no.</i>”) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Classifying objects according to descriptive oral statements • Following conditional directions (e.g., “<i>Raise two hands if you like ice cream.</i>”) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Organizing information from oral comparisons of people or objects • Identifying claims about real-life objects or events based on observations or experiences 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying claims and reasons from oral discourse • Identifying reasons for choices from oral stories 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying reasons authors give to support points in text read aloud • Distinguishing opinions from reasons in oral discourse
SPEAKING	<p>Argue by</p> <ul style="list-style-type: none"> • Expressing preferences in naming and pointing to objects • Repeating language to express agreement or disagreement 	<p>Argue by</p> <ul style="list-style-type: none"> • Responding to short statements or questions about choices (e.g., “<i>I am sure.</i>” “<i>I am not sure.</i>”) • Stating likes and dislikes to participate in conversations with peers 	<p>Argue by</p> <ul style="list-style-type: none"> • Describing characters or objects using pictures or actions • Stating choices of materials or supplies and reasons for their selection 	<p>Argue by</p> <ul style="list-style-type: none"> • Justifying the use of objects for particular purposes • Supporting content-related ideas with examples 	<p>Argue by</p> <ul style="list-style-type: none"> • Comparing and contrasting content-related ideas (e.g., “<i>Winter is hot in Hawaii. Winter is cold in Alaska.</i>”) • Providing evidence for specific claims 	<p>Argue by</p> <ul style="list-style-type: none"> • Defending solutions to simple problems • Elaborating reasons to justify content-related ideas

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READING	<p>Process arguments by</p> <ul style="list-style-type: none"> • Categorizing labeled pictures or photographs • Identifying opinions from illustrated statements (<i>e.g., likes and dislikes</i>) 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying information related to events from graphics (<i>e.g., birthday charts, weather calendars</i>) • Sharing likes and dislikes using environmental print 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Identifying persuasive words in written phrases or statements in context (<i>e.g., “have to,” “must”</i>) • Identifying language of wants and needs in illustrated short stories read aloud 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Distinguishing characters’ opinions or preferences from illustrated text read aloud • Determining the author’s point of view from illustrated texts 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Determining what happens next from illustrated observations • Identifying evidence or reasons in peers’ written text 	<p>Process arguments by</p> <ul style="list-style-type: none"> • Predicting meaning of words based on clues from sentence-level context • Identifying similarities in and differences between two texts on the same topic (<i>e.g., in illustrations, descriptions, or procedures</i>)
WRITING	<p>Argue by</p> <ul style="list-style-type: none"> • Indicating agreement with opinions of others using labeled drawings • Drawing icons or symbols to represent preferences 	<p>Argue by</p> <ul style="list-style-type: none"> • Producing simple sentences from models about likes, wants, and needs (<i>e.g., “I like..., I don’t like...”</i>) • Supplying facts about topics 	<p>Argue by</p> <ul style="list-style-type: none"> • Participating in interactive journals with peers • Stating preferences related to social and academic topics (<i>e.g., “I want to go...”</i>) 	<p>Argue by</p> <ul style="list-style-type: none"> • Describing patterns in processes and stories to use as evidence • Stating reasons for particular claims or opinions in content-related topics 	<p>Argue by</p> <ul style="list-style-type: none"> • Providing simple edits to peers’ writing • Elaborating content-related claims with examples 	<p>Argue by</p> <ul style="list-style-type: none"> • Using persuasive language in a variety of sentences • Producing opinion pieces by stating an opinion and providing a connected reason

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ORAL LANGUAGE	<p>Discuss by</p> <ul style="list-style-type: none"> Tracking the speakers to demonstrate understanding Sharing pictures, created work, or visuals to contribute to conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Following along familiar routines of small and large groups Recognizing different types of intonation used by speakers 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking clarifying questions Inviting others to participate 	<p>Discuss by</p> <ul style="list-style-type: none"> Using intonation appropriate for the purposes of communication Restating statements to clarify ideas 	<p>Discuss by</p> <ul style="list-style-type: none"> Asking and answering questions to maintain conversations Elaborate on someone else's comments to participate in conversations 	<p>Discuss by</p> <ul style="list-style-type: none"> Sustaining conversations by responding to comments made in multiple exchanges Asking and answering questions about key details in social and academic contexts

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