

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>Matching oral words and phrases to content-related pictures or objects</li> <li>Identifying the topic in oral statements</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Classifying time-related language in oral statements (<i>e.g., present, past, future</i>)</li> <li>Connecting the context of narratives (<i>e.g., the who, what, when, &amp; where</i>) to illustrations</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying the beginning, middle and end in oral retelling of a text</li> <li>Following tasks and directions retold by peers</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Sequencing events or steps based on oral reading of informational text</li> <li>Recognizing the language of related genres (<i>e.g., news reports, historical accounts</i>)</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying related information from multiple sources presented orally</li> <li>Recognizing the key historical, scientific or technical language used in a mini-lecture</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in oral presentations</li> <li>Differentiating similarities and differences of information presented through multimedia and written text</li> </ul>
SPEAKING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Stating key words and phrases associated with the content using visual or graphic support</li> <li>Communicating personal experiences orally</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Retelling short stories or content-related events</li> <li>Stating procedural steps across content areas</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Presenting detailed content-related information that has been rehearsed</li> <li>Stating main ideas in classroom conversations on social and academic topics</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Giving content-related oral reports</li> <li>Sequencing steps to solve a problem</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Conveying personal and content-related experiences in a team</li> <li>Using technical and specific vocabulary when sharing content information</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Summarizing discussions on content-related topics</li> <li>Expanding on topics with descriptive details using varied vocabulary</li> </ul>

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READING	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying words in context during oral reading of illustrated text on familiar topics or experiences</li> <li>Highlighting previewed or familiar phrases</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Classifying time-related language in text as present or past</li> <li>Identifying the “who,” “what,” “where,” and “when” in narrative text with a partner</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Sequencing events in stories or content-related processes</li> <li>Identifying main ideas in narrative and informational text</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Connecting details to main ideas or themes</li> <li>Identifying conclusions in multi-paragraph text</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Becoming familiar with the language of related genres (<i>e.g., news reports, historical accounts</i>)</li> <li>Summarizing information from multiple related sources</li> </ul>	<p><b>Process recounts by</b></p> <ul style="list-style-type: none"> <li>Identifying the overall structure (<i>e.g., chronology</i>) of events, ideas, concepts, or information in text</li> <li>Highlighting events or procedures that happened in historical, scientific, or technical text</li> </ul>
WRITING	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Communicating personal experiences through drawings and words</li> <li>Reproducing a series of events through illustrated text</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Listing procedural steps across content areas</li> <li>Listing positive and negative effects of events in informational or narrative text</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Using key words and phrases reflective of main ideas</li> <li>Conveying details using concrete words and phrases</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Relating a sequence of events using a variety of transitional words, phrases, and clauses</li> <li>Synthesizing information across related texts (<i>e.g., author study</i>)</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Producing content-related reports</li> <li>Creating narratives that connect personal experiences and content</li> </ul>	<p><b>Recount by</b></p> <ul style="list-style-type: none"> <li>Summarizing content-related information</li> <li>Using narrative themes to extend the storyline</li> </ul>

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LISTENING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Sequencing oral procedures or cycles with images</li> <li>Distinguishing key words and phrases related to phenomena</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Organizing routine causal or sequential relationships described orally</li> <li>Following oral directions to show recurring steps in cycles or problem-solving</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Interpreting cause and effect relationships in conversations</li> <li>Recognizing relationships in a series of oral statements</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Identifying precise details, descriptions, or comparisons that support conversation</li> <li>Following oral information on how or why phenomena occur</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Recognizing language used to enhance the specificity of phenomena in class discussions</li> <li>Identifying components of systems (<i>e.g., ecosystems, branches of government</i>) in small group interactions</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>Interpreting the specific language used to enhance descriptions of phenomena</li> <li>Attending to the language related to events or phenomena in peer presentations</li> </ul>
SPEAKING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Naming components of phenomena using illustrations, photographs, or diagrams</li> <li>Demonstrating procedures using realia</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Giving reasons why or how something works using diagrams, charts or images</li> <li>Stating key words or phrases in processes in a sequential order</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Stating clear sequential procedures to peers</li> <li>Comparing data or information</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts</li> <li>Presenting detailed information in small groups</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Elaborating by adding precision and details to content-related sequence or causal phenomena</li> <li>Describing relationships of components within systems (<i>e.g., ecosystems, government</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>Analyzing how variables contribute to events or outcomes</li> <li>Maintaining a formal register</li> </ul>

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READING	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Matching illustrated words/ phrases to causal or sequential language</li> <li>• Sequencing sentences strips to show content-area processes from illustrated texts</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Identifying different types of connectors (<i>e.g., first, next, because, so</i>)</li> <li>• Identifying key words and phrases that describe the topic or phenomena</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Matching causes with effects</li> <li>• Identifying words or phrases to determine the type of explanation (<i>e.g., linear sequence, cycle, system</i>)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Identifying the different words or phrases that are used to describe the same topic or phenomena</li> <li>• Organizing information on how or why phenomena occur</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Identifying how text provides clear details of the topic or phenomena</li> <li>• Identifying components of systems (<i>e.g., ecosystems, government</i>)</li> </ul>	<p><b>Process explanations by</b></p> <ul style="list-style-type: none"> <li>• Identifying how text presents information in a factual or neutral manner</li> <li>• Evaluating the specific language used to enhance descriptions of phenomena</li> </ul>
WRITING	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Producing short-answer responses to questions using word/ phrase banks</li> <li>• Labeling charts and graphs to describe phenomena (<i>e.g., organisms in ecosystems</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Using key terms related to phenomena</li> <li>• Ordering linear and cyclical sequences of phenomena (<i>e.g., the steps of how a volcano erupts</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Connecting related ideas or concepts using linking words and phrases</li> <li>• Answering “how” or “why” questions (<i>e.g., “How does the water cycle work?” “Why are there three branches of government?”</i>)</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Presenting information on processes or phenomena from a variety of sources</li> <li>• Elaborating topics with facts, definitions, concrete details, or quotations and examples</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Describing how factors contribute to events or outcomes</li> <li>• Describing how systems relate or interact</li> </ul>	<p><b>Explain by</b></p> <ul style="list-style-type: none"> <li>• Presenting information on processes or phenomena supported by facts and details in essays and reports</li> <li>• Selecting the appropriate organizational structure for the particular purpose</li> </ul>

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LISTENING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Matching illustrations with oral points of view</li> <li>• Identifying language related to facts or opinions from oral presentations</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Sorting evidence and claims from oral descriptions</li> <li>• Distinguishing words and phrases related to opinions or facts from oral statements</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying different perspectives, stances, or points of view</li> <li>• Recognizing reasons for positions in oral presentations</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Identifying evidence that supports predictions or hypotheses</li> <li>• Differentiating between multiple points of view in class discussions</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Distinguishing certainty from uncertainty of spoken words or phrases in context</li> <li>• Identifying the degree of formality in oral presentations</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>• Recognizing the strength of the quality of evidence presented in oral discourse</li> <li>• Identifying the purpose of arguments</li> </ul>
SPEAKING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Stating reasons for choices using words or phrases</li> <li>• Answering yes/no or choice questions across content or personal preferences</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Stating opinions based on experiences</li> <li>• Responding to opinion statements of others with personal preferences</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Expressing opinions using content-area specific language</li> <li>• Presenting content-based facts that support a position</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Stating relevant evidence for claims</li> <li>• Responding to opinion statements of others with reasons or evidence</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Supporting claims with evidence from various sources</li> <li>• Using claims and evidence to persuade an audience</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>• Countering with a different point of view</li> <li>• Stating conclusions based on a summary of information from the various sides</li> </ul>

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READING	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying key words and phrases of claims</li> <li>Identifying a claim or an opinion in multimedia with a partner</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying language indicative of points of view</li> <li>Organizing evidence based on sequential language in texts</li> <li>Differentiating between claims and evidence</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Identifying evidence from multiple places within text</li> <li>Identifying different perspectives, stances, or points of view</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Hypothesizing or predicting based on evidence</li> <li>Comparing multiple points of view on a topic</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Connecting personal experience with textual evidence to strengthen an interpretation of the text</li> <li>Evaluating the strength of evidence as support for claims</li> </ul>	<p><b>Process arguments by</b></p> <ul style="list-style-type: none"> <li>Evaluating claims and evidence by drawing from multiple print sources</li> <li>Differentiating from the strength of different pieces of evidence as support for claims</li> </ul>
WRITING	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Selecting words and phrases to represent points of view using facts from illustrated text or posters</li> <li>Using key words or phrases related to the topic</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Stating reasons for particular points of view</li> <li>Listing pros and cons of issues</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Connecting reasons to opinions supported by facts and details</li> <li>Making adjustments for audience and context</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting evidence for claims</li> <li>Providing reasons and evidence which support particular points</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Evaluating positive and negative implications associated with various positions (e.g., <i>historical events, scientific discoveries</i>)</li> <li>Including evidence from multiple sources</li> </ul>	<p><b>Argue by</b></p> <ul style="list-style-type: none"> <li>Organizing ideas and information logically and coherently</li> <li>Integrating information from multiple sources to provide evidence for claims</li> </ul>

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ORAL LANGUAGE	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Expressing own ideas in a variety of ways (<i>e.g., drawing, using gestures, graphing</i>)</li> <li>Tracking the person speaking</li> <li>Sharing own work (<i>e.g., graphic organizers, drawings</i>) to contribute to the conversation</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Taking turns and applying conventions specific to particular conversations</li> <li>Addressing others according to relationship (<i>e.g., student-peers, student-teacher</i>)</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Asking clarifying questions to demonstrate engagement</li> <li>Using examples to clarify statements</li> <li>Answering questions to contribute to a topic</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Elaborating on statements of others to extend ideas</li> <li>Presenting creative solutions to resolve communication issues</li> <li>Contributing ideas to co-create group responses</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Recognizing how language can be used to express bias and influence others</li> <li>Challenging ideas respectfully</li> <li>Managing conversations to stay focused on a topic</li> </ul>	<p><b>Discuss by</b></p> <ul style="list-style-type: none"> <li>Examining the value of examples to bring clarity to statements</li> <li>Extend conversations by developing topics with clear examples and information</li> </ul>

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