

# **OREGON ADULT ENGLISH LANGUAGE PROFICIENCY STANDARDS (OAELPS) Handbook**



**Updated & Published July 1, 2025**



# Table of Contents

---

<b>Preface</b>	<b>5</b>
<b>Using the OAELPS: Common Questions</b>	<b>6</b>
<b>Introduction: The Evolution of Oregon’s Adult Basic Skills Standards</b>	<b>9</b>
<b>Content Standards in Adult Education and Literacy</b>	<b>9</b>
<b>Rationale for Adopting the ELPS in Oregon</b>	<b>10</b>
<b>Oregon Adult CCRS &amp; ELPS Correlation</b>	<b>13</b>
<b>Oregon Adult English Language Proficiency Standards</b>	<b>16</b>
<b>10 Guiding Principles</b>	<b>17</b>
<b>The Four Dimensions of Performance</b>	<b>21</b>
<b>Process Skills</b>	<b>22</b>
Reading Process Skills	22
Writing Process Skills	23
Speaking and Listening Process Skills	25
<b>Key Advances</b>	<b>27</b>
Key Advance 1 – Complexity	27
Key Advance 2 – Evidence	27
Key Advance 3 – Knowledge	28
The Role of Prior Knowledge	28
<b>ELPS Anchors</b>	<b>29</b>
The 10 ELPS Anchors	29
The 5 ELPS Levels and Descriptors	31
Cross-Level Matrix	34
Single-Level Views of Anchors	55
Level 1 Single-Level Views	55
Level 2 Single-Level Views	67
Level 3 Single-Level Views	82
Level 4 Single-Level Views	99
Level 5 Single-Level Views	117
<b>Teacher Toolbox</b>	<b>135</b>
Tool 1: Using the Four Dimensions of Performance	135
Four Dimensions of Performance: Practice	140
Tool 2: Selecting Texts Worth Reading	142
Determining Student Levels	142
CASAS Score Ranges for NRS and ELPS Levels	143

Selecting Texts Worth Reading: Practice	143
Tool 3: Identifying Questions Worth Answering	148
Identifying Questions Worth Answering: Practice 1 (ELPS Level 1)	150
Identifying Questions Worth Answering: Practice 2 (ELPS Level 2 or 3)	154
Identifying Questions Worth Answering: Practice 3 (ELPS Level 5)	158
Tool 4: Creating High-Quality Writing Prompts	162
Creating High-Quality Writing Prompts: Practice 1 (ELPS Level 2-3)	162
Creating High-Quality Writing Prompts: Practice 2 (ELPS Level 5)	165
Tool 5: Supports and Scaffolding Recommendations by Level	167
Tool 6: Proportional Reasoning in Mathematics and Writing	168
Tool 7: What It Looks Like in Practice	169
Correspondences between ELPS Anchors and CCRS Anchors	172
Correspondences With Mathematical Practices	176
<b>References</b>	<b>178</b>
<b>Appendices</b>	<b>180</b>
<b>Appendix A: What the OAELPS Are Not</b>	<b>180</b>
<b>Appendix B: Inclusion of Mathematical Applications in OAELPS</b>	<b>181</b>
<b>Appendix C: Resources</b>	<b>183</b>
<b>Appendix D: Glossary</b>	<b>186</b>

## Preface

In 2022, with the collaborative efforts of dedicated faculty, program directors, and the Adult Basic Skills (ABS) leadership team of the Office of Community Colleges and Workforce Development (CCWD) at the Higher Education Coordinating Commission (HECC), our statewide collaborative released the Oregon Adult English Language Proficiency Standards (OAELPS) as the adopted standards for English language learner student learning outcomes alignment in Workforce Innovation and Opportunity Act (WIOA) Title II programs.

Adult Basic Skills (ABS) programs, including both English language acquisition and secondary credentialing, were previously aligned to the Oregon Adult Learning Standards (OALS). The OALS provided a functional base, and some of their most important elements have been retained in the OAELPS – most notably the Four Dimensions of Performance and the Process Skills for Reading, Writing, Listening, and Speaking.

Adopting the national English Language Proficiency Standards (ELPS) for Adult Education, strategically positions Oregon Title II programs to align implementation efforts with our partner initiatives, such as Perkins V, Career Pathways and the WIOA state plan. Additionally, the OAELPS provide a framework for preparing emerging bilinguals to successfully engage with the Oregon Adult College and Career Readiness Standards (OACCRS), ultimately helping both state and local partners coordinate services for reaching the [State Educational Attainment Goals](#).

ABS programs play an important role in providing all Oregonians the skills they need for individual and family self-sufficiency, fulfilling careers, community engagement, and continued education. As the primary source for skill building among adult learners, ABS programs help students make connections to the pathways that can lead to better jobs and advancement of career goals. Our shared commitment to ongoing program improvement remains our greatest strength for serving Oregonians together.

The leadership of Oregon's ABS programs is committed to providing a solid foundation for the success of all adult learners. Implementation of the OAELPS is a major step towards building that foundation.

Sincerely,

Donna Lewelling

Oregon ABS State Director

Ashley Garrigan

Oregon ABE State Leadership Coordinator

## Using the OAELPS: Common Questions

### **What is included in the word “standard?”**

See the section titled, [Oregon Adult English Language Proficiency Standards](#) for clarification on what is included in the term “standard.”

### **I thought the OACCRS were Oregon’s adopted adult education learning standards. What are the OAELPS?**

The OACCRS are made up of elements from the former Oregon Adult Learning Standards plus the complete College and Career Readiness Standards (CCRS). The CCRS were written to align with the Common Core State Standards (CCSS) and do not include the perspective of English language acquisition and instruction.

The OAELPS are made up of elements from the former Oregon Adult Learning Standards plus key elements of the English Language Proficiency Standards for Adult Education (ELPS). The ELPS were created as a “lift” to help emerging bilingual adult learners prepare for and engage with the linguistic rigor inherent in the CCRS.

Oregon has designated both the OACCRS and the OAELPS as the adopted adult education learning standards for its WIOA Title II programs.

### **Should my program be using the OAELPS?**

A program that serves English as a Second Language (ESL) learners, who are also known in Oregon as English for Speakers of Other Languages (ESOL) learners, will want to consider how to use OACCRS and/or OAELPS in planning, instruction, and assessment. When making these decisions, consider: What level(s) are your ESOL classes and students? What are your program and institutional goals?

The OAELPS are useful for all English language learners and are especially recommended for beginning to intermediate level English language learners. The OACCRS are recommended for intermediate to advanced and college transition level English language learners with OAELPS as a support. The [Correlation Chart](#) in this handbook will help you determine at approximately what level the OAELPS and the OACCRS overlap.

### **If this is the OAELPS Handbook, why are there so many references to the College and Career Readiness Standards (CCRS)?**

The ELPS provide a scaffold to, and are deeply integrated with, the CCRS. Because of the relationship between the ELPS and CCRS, you will encounter multiple references to the CCRS in this OAELPS Handbook.

For example, each ELPS Anchor provides correspondences to the CCRS Anchors for English Language Arts as well as to the CCR Standards for Mathematical Practices.

The ELPS recognize the challenges emerging bilinguals face when addressing the three key advances/shifts in the CCRS (ELA: complexity, evidence, knowledge; Math: focus, coherence, rigor), as well as the academic language of the CCRS, and were designed to support learners’

ability to meet those challenges.

**Is my program in compliance with state learning standards requirements if we use the OAELPS for our WIOA Title II ESOL program(s)?**

Yes. OAELPS are most appropriate for lowest level ESOL learners. As learners progress, the goal is to use OACCRS with OAELPS as a support. More OAELPS support will be needed at the lower ESOL levels; less support will be needed at the intermediate level and less still at the advanced level. It is strongly recommended that programs adopt both OACCRS and OAELPS in order to best serve English language learners at all levels.

See Section 5.1 of the ABS Policy Manual for information about how the OAELPS should be evidenced in your program components. Additionally, Professional Learning Communities (PLCs) that further the implementation of OAELPS satisfy the state's standards-based PLC requirement. See Section 4.1 of the ABS Policy Manual for more information about standards-based PLC requirements.

**Is there professional development offered for implementing the OAELPS?**

Yes. In the 2022-2023 program year, the OACCRS Orientation Module was updated to include information about the OAELPS. The updated OACCRS/OAELPS Orientation Module is available on the [ABS Professional Development page](#).

Program directors, instructors, and data professionals who have already taken the OACCRS Orientation Module are not required to take the updated OACCRS/OAELPS Orientation. However, it is highly recommended that the OAELPS section of the OACCRS/OAELPS Orientation Module is reviewed by every program using the OAELPS.

Additionally, State Learning Standards Trainers continue to offer professional development to help align program components with the OAELPS and implement these standards in the classroom. Opportunities to engage with the OAELPS in PLCs is also available.

**Who should I contact if I have additional questions about the OAELPS?**

Contact the ABE State Leadership Coordinator, Ashley Garrigan, at [ashley.garrigan@hecc.oregon.gov](mailto:ashley.garrigan@hecc.oregon.gov).

**OAELPS Development Team**

The Oregon Office of Community Colleges and Workforce Development (CCWD) wishes to acknowledge those who have contributed to the development of the Oregon Adult English Language Proficiency Standards Handbook. Their dedication, expertise, and excellent work are deeply appreciated.

Melody Abarca-Millan, Chemeketa Community College

Kiersta Fricke-Gostnell, Rogue Community College

Anne Greenhoe, Portland Community College

Cybele Higgins, Lane Community College

Michael Hunter-Bernstein, Portland Community College

Kristi Kowalski, Rogue Community College

Sue Moser, Portland Community College

Liatris Myers, Chemeketa Community College

Deborah Saari, Mount Hood Community College

**ABE State Leadership Coordinator**

Ashley Garrigan, CCWD

**Formatting Team**

Rachel Chagnon



# Introduction: The Evolution of Oregon’s Adult Basic Skills Standards

## Content Standards in Adult Education and Literacy

Standards-based education is an integral part of national and state initiatives to improve the quality of adult education and literacy programs. Content standards define what learners should know and be able to do within a specific content area. Oregon’s adult learning standards represent exit performance at each level. Effective standards that are fully implemented have a powerful, positive impact on instruction and learning.

Standards provide:

- A clearly delineated continuum of skills that guide goal-setting, curriculum, instruction, assessment, and accountability
- Explicit alignment with mandated assessment to guide placement and instruction and promote program success in meeting targets
- Consistent expectations across programs for learners who transfer between institutions
- Preparation for learner success in higher levels of education and employment
- A common language for the field and a guide for professional development
- Support for program efforts in course development or revision as part of college institutional effectiveness and program improvement
- Broad access to national, state, and organizational resources
- Rigor and clear expectations for student outcomes, which encourage educators to be accountable to stakeholders, adult learners, and each other
- Comprehensiveness and coherence that support educators in determining how to focus and sequence curriculum and instruction
- The basis for formative and summative assessments which measure student progress and program improvement

The Oregon Adult English Language Proficiency Standards (OAELPS) Handbook for instruction realizes the vision of standards that transparently encompass key elements of the standards developed by Oregon and the national ELPS. These standards, mandated for use by Oregon Title II programs starting in the 2022–2023 program year, aim to achieve revised goals that sustain the original vision for Oregon’s first content standards in 2008:

- A statement of key sets of knowledge and skills which support student success in developing basic literacy and language skills to meet entry requirements for college or that promote success in postsecondary education or workplace settings that require proficiency in English
- A common language for ABS professionals to talk about teaching and learning
- A basis for statewide professional development grounded in research and best practices

The OAELPS were developed to meet these goals and strengthen the success of adult learners in Oregon, where approximately 69% of job openings required education beyond high school as of 2020. The OAELPS provide a framework for ABS programs to achieve this potential for student success. Further information on Oregon's Evolution of ABS can be found in the Introduction of the [OACCRS Language Arts Handbook](#).

## Rationale for Adopting the ELPS in Oregon

The ELPS were created as a “lift” to help emerging bilingual adult learners prepare for and engage with the linguistic rigor inherent in the CCRS. They are intended to address the urgent need for educational equity, access, and rigor for ELLs.

The National Reporting System (NRS) for Adult Education is the accountability system for the state administered, federally funded adult education (AE) program. According to the most recent data (May 2023) from the NRS, ELLs currently make up more than 40% of AE students in the federally funded system. At the same time, more than 30% of all adult learners are at the lowest levels of literacy. Most of these low literate learners (61%) are ELLs.<sup>1</sup> In addition, low-literate learners are typically at the lowest socioeconomic levels. Although all adult learners may transition to postsecondary education, accessing postsecondary education is especially challenging for ELLs. If adult learners do not have the opportunity to develop basic literacy and language skills, then they cannot meet the entry requirements for college or be successful in a postsecondary education or workplace setting that requires proficiency in English. ([English Language Proficiency Standards for Adult Education](#), p. 3)

The ELPS address these issues. Further information on the ELPS can be found here: <https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>.

Students entering the workforce in Oregon are discovering that they need critical knowledge and skills. The occupational projections from the Oregon Employment Department (OED) emphasize the essential relationship between education and employment. Between 2021 and 2031, new growth projections include an additional 265,000 jobs. This projected 13% beyond the 2,061,200 jobs in Oregon in 2021 includes job recovery from the pandemic recession and anticipated structural growth. Additionally, another 2,234,900 job postings are expected by 2031 as replacement workers will be needed to fill newly vacant positions as people change jobs, retire, or leave the labor force for other reasons. Based on the pandemic recession, anticipated structural growth, and job replacement, OED expects about 2.5 million jobs to open by 2031, and over half of these will require post-secondary education or training beyond high school.<sup>2</sup> This need for post-secondary education and training is reflected in the Workforce Innovation and Opportunity Act (WIOA), which became law in 2014. Title II of WIOA, called the Adult Education and Family Literacy Act, ramped up the expectations for learners in Adult Basic

---

<sup>1</sup> 2013–14 program year; retrieved from <https://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/main.cfm>

<sup>2</sup> Oregon Employment Department News Release. (February 9, 2023). *Oregon's Jobs Projected to Increase 13% by 2031*. <https://www.qualityinfo.org/documents/20126/110687/Oregon+Employment+Projections+2021-2031/6fccb2ab-e022-512a-b24d-e07935b77481?version=1.2>

Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL) programs. Completion of high school equivalency was redefined from passing the GED® Test to passing the GED® Test *and* entering postsecondary education and/or employment. The stronger focus was also apparent in the introduction of a new activity, Integrated Education and Training (IET), which allows the use of Title II funding for programs to offer basic skills and workforce training simultaneously.

The Federal ELPS:

- Include 10 Guiding Principles for recognizing strengths and needs of ELLs. The 10 Guiding Principles are useful for all educators but especially for teachers with less experience or professional development in working with ELLs in particular.
- Are useful for instructors who need targeted support when teaching classes that include ELLs, whose needs may be distinct from native English speaker needs:

The ELP Standards for AE are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access states' academic content standards. To that end, the ELP Standards strongly emphasize the academic language needed by ELLs to engage with and meet state-adopted content standards. When the language demands inherent in state-adopted academic content standards are understood, more effective instruction can be delivered to adult ELLs. (<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>, p. 1)

- Have correspondence charts for College and Career Readiness Standards (CCRS) English LA and Literacy, CCRS Math, NGSS Science and Engineering, and case scenarios.
- Include scenarios for how teachers might use the standards in practice, i.e., for an IET class. The ELPS provide useful framing of English Language Acquisition (ELA) skills as a roadmap to developing ABE academic skills.
- Contain an Adult Education matrix showing the ELPS-CCRS correspondence in two useful views: one for ELLs and one for ELLs mixed with native English speakers in an Adult Basic Education (ABE) class. For the purpose of brevity, the first view for ELLs is included in OAELPS; the second view is referenced as a hyperlink.
- Parallel the CCRS in that the K-12 ELPS are a foundation for the ELPS for Adult Education (AE), just as the Common Core State Standards (CCSS) are a foundation for the CCRS. Note: This handbook refers to the ELPS for AE simply as ELPS.

Thus, Oregon adopted and adapted some of the above bullet points from the ELPS to form the Oregon Adult ELPS. The OAELPS were made more robust by including elements retained from the OALS, including the Four Dimensions of Performance, the Process Skills, Single-Level Views with Applications for instruction, and a Teacher Toolbox.

It is important to note that the OAELPS do not specify how instructors should teach; they are not a curriculum; they do not include the full spectrum of support appropriate for English language learners. A full list of these statements is included in [Appendix A](#).

## Oregon Adult CCRS & ELPS Correlation

Oregon Adult English Language Proficiency Standards (OAELPS) are closely connected to the Oregon Adult College and Career Readiness Standards (OACCRS). OAELPS are intended to support English language ABS learners in meeting the OACCRS, whether they are in English language learning classes or in other types of ABS classes such as GED and Adult Education (see Figure 1). It is expected that as learners advance in their English language skills, there will be increasing use of OACCRS with decreasing OAELPS support, as illustrated in Figure 2 below.



Figure 1<sup>3</sup>

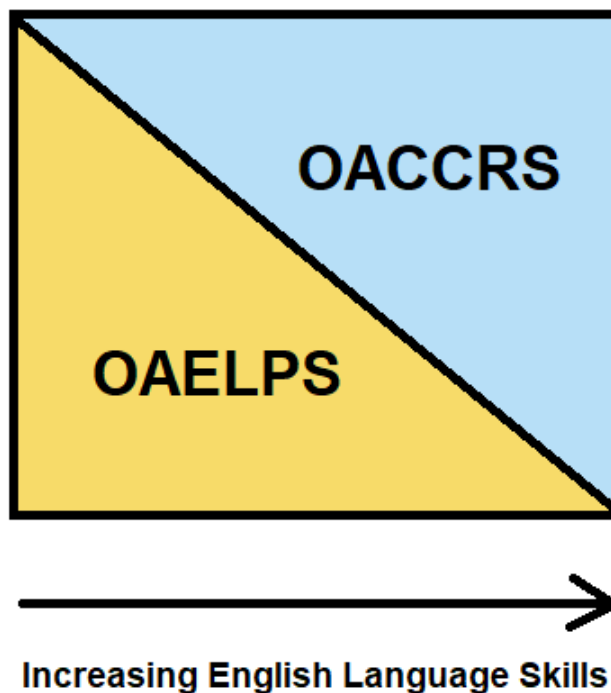


Figure 2

The chart below shows specifically how the OAELPS and OACCRS levels are connected to each other as well as to the CASAS levels. Use the chart below to determine the OAELPS and/or OACCRS level of your student.

<sup>3</sup> Egan, P., & Liden, A. (n.d.) *The English Language Proficiency Standards for Adult Education* [Webinar]. New England Literacy Resource Center. <https://drive.google.com/file/d/1KNZvFuGyuQimLQIFZ5UnbLWQIGr8btdV/view?ts=629a6ee3>

## OAE LPS and OACCRS Correlation Chart

CASAS Score Ranges for OAE LPS and OACCRS Levels										
OAE LPS					OACCRS					
NRS ESL Level	Reading and Listening ESL Educational Functioning Levels	OAE LPS Levels	CASAS Listening STEPS Score Ranges	CASAS Reading STEPS Score Ranges	CASAS Math GOALS 2 Score Ranges	Math Educational Functioning Levels	CASAS Reading GOALS 2 Score Ranges	OACCRS Language Arts Levels	Reading ABE/ASE Educational Functioning Levels	NRS ABE Level
1	Beginning ESL Literacy	1	181 and below	183 and below	192 and below	Beginning ABE Literacy	203 and below	A	Beginning ABE Literacy	1
2	Low Beginning ESL		182 -191	184 - 196						
3	High Beginning ESL		192 - 201	197 - 206						
4	Low Intermediate ESL	2	202 - 211	207 - 216	193 - 203	Beginning Basic Education	204-216	B	Beginning Basic Education	2
5	High Intermediate ESL	3	212 - 221	217 - 227	204 - 213	Low Intermediate	217-227	C	Low Intermediate	3
6	Advanced ESL	4	222 - 231	228 - 238	214 - 224	Middle Intermediate	228-238	D	High Intermediate	4
----	Exit Advanced ESL	Exit	232 and above	239 and above	225 - 235	High Intermediate	239-248	E	Low Adult Secondary Education	5
----	----	----	----	----	236 and above	Adult Secondary Education	249 and above		High Adult Secondary Education	6

Below are two examples of how to use the Oregon Adult CCRS & ELPS Correlation Chart.

**Example 1:** An ELL who scores within 207 - 216 on CASAS Reading STEPS Test is at OAELPS Level 3.

CASAS Score Ranges for OAELPS and OACCRS Levels										
OAELPS					OACCRS					
NRS ESL Level	Reading and Listening ESL Educational Functioning Levels	OAELPS Levels	CASAS Listening STEPS Score Ranges	CASAS Reading STEPS Score Ranges	CASAS Math GOALS 2 Score Ranges	Math Educational Functioning Levels	CASAS Reading GOALS 2 Score Ranges	OACCRS Language Arts Levels	Reading ABE/ASE Educational Functioning Levels	NRS ABE Level
4	Low Intermediate ESL	3	202 - 211	207 - 216	193 - 203	Beginning Basic Education	204-216	B	Beginning Basic Education	2

**Example 2:** If an ELL in a GED Math class scores a 214 on the CASAS Math GOALS 2, the instructor uses OAELPS levels 4 and 5 to get supplementary language materials for this student from the math-related language applications.

CASAS Score Ranges for OAELPS and OACCRS Levels										
OAELPS					OACCRS					
NRS ESL Level	Reading and Listening ESL Educational Functioning Levels	OAELPS Levels	CASAS Listening STEPS Score Ranges	CASAS Reading STEPS Score Ranges	CASAS Math GOALS 2 Score Ranges	Math Educational Functioning Levels	CASAS Reading GOALS 2 Score Ranges	OACCRS Language Arts Levels	Reading ABE/ASE Educational Functioning Levels	NRS ABE Level
5	High Intermediate ESL	4	212 - 221	217 - 227	204 - 213	Low Intermediate	217-227	C	Low Intermediate	3
6	Advanced ESL	5	222 - 231	228 - 238	214 - 224	Middle Intermediate	228-238	D	High Intermediate	4

# Oregon Adult English Language Proficiency Standards

The OAELPS are made up of the Anchors, Descriptors, Applications, Key Advances, Process Skills, and Four Dimensions of Performance. The Anchors, Descriptors, and Key Advances are part of the national CCRS. The Applications, Process Skills, and Four Dimensions of Performance were developed by experienced Oregon ABS faculty.

The Anchors, Descriptors, and Applications can broadly be seen as the content in the standards.

- **Anchor**: Overarching learning goal for all levels; stays the same across all levels.
- **Descriptor**: The level-specific description for the learning goal.
- **Applications**: Discrete skills for meeting the descriptor; not exclusive or comprehensive.

**Key Advances**: The foundational underpinnings of common-core-based standards, including OACCRS and OAELPS, which represent new guidelines around literacy instruction to prepare adults for college and careers. The three key advances are complexity, evidence, and knowledge.

**Process Skills**: Overarching elements that guide learning and instruction. There are process skills for reading, writing, and speaking/listening. These were retained from the previous version of Oregon's adult education standards.

**Four Dimensions of Performance**: Foundational principles that provide a way to examine developmental changes in skills performance across levels. Additionally, they allow instructors to assess proficiency and measure learning.

There are six sections to the Oregon Adult English Language Proficiency Standards (OAELPS) Handbook.

- Section 1 is the **10 Guiding Principles**, which specify strengths and needs of English Language Learners (ELLs).
- Section 2 describes the **Four Dimensions of Performance**, underlying principles of the OAELPS.
- Section 3 is the **Process Skills**, overarching elements that guide learning and instruction.
- Section 4 is a detailed explanation of the **Key Advances**, additional foundational principles adopted from the Oregon Adult College and Career Readiness Standards (OACCRS) Language Arts Handbook, which guide teaching and learning.
- Section 5 is the **Anchors**, which include applications for Reading, Writing, Speaking and Listening, and Math.
- Section 6 is the **Teacher Toolbox**, which contains resources to help teachers better understand and use the OAELPS.



- Following these six sections are the **Appendices**, which contain additional materials that extend the understanding and use of the OAELPS.

## 10 Guiding Principles

These guiding principles are intended to ensure that the selected standards will help adult educators recognize both the strengths and needs of adult ELLs. The principles represent foundational understandings about adult ELLs and English language teaching. The 10 Guiding Principles are excerpts from the national ELPS.

### Guiding Principles

1. Adult ELLs have the potential to meet state-adopted challenging academic standards.
2. Adult ELLs represent a diverse population of learners.
3. Adult ELLs' funds of knowledge are a resource for their learning.
4. Social language has an important role in ELLs' English language acquisition process.
5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.
6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.
7. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.
8. ELLs with disabilities have specific instructional needs.
9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.

The guiding principles are not presented in any particular order or hierarchy and no sequence is implied. These principles can give guidance on how to create an educational climate that supports the use of the ELPS in a systematic and authentic way.

The 10 Guiding Principles are described fully here:

#### **1. Adult ELLs have the potential to meet state-adopted challenging academic standards.**

ELLs have the same potential as native English speakers to engage in the cognitively complex tasks required by state-adopted challenging content standards (Wong Fillmore, 2014). All adult ELLs should therefore be working toward the same college and career readiness goals as learners in other adult education classes. To acquire the knowledge and language skills required to meet these goals, ELLs need access to challenging, level-appropriate curriculum and materials. They also need extensive exposure to

authentic language and meaningful opportunities to practice language (Parrish, 2004). The level descriptors for each ELPS Anchor describe the language knowledge and skills that ELLs of varying proficiency levels should practice to engage with standards-based content.

## **2. Adult ELLs represent a diverse population of learners.**

Adult ELLs show great diversity in their individual capacity to acquire language. The appropriate language acquisition path and level of support needed to reach the goal of college and career readiness varies by ELL learner. Factors that may affect an ELL's language development include native language literacy, exposure to the English language, quality of instruction, and motivation, among others (Bailey & Heritage, 2010). It is expected that adult learners will acquire language at different rates and require different types of support.

Adult learners can apply both their informal and formal educational experiences to learning English. For example, adult ELLs who are literate in their native language have the ability to transfer their literacy and learning strategies to their acquisition of English (Parrish, 2004).

Adult ELLs whose education has been interrupted may have a wealth of experiences and oral skills in their native language, but they may have limited literacy in their native language, which can affect their English language development. If adults do not have the opportunity to develop their basic literacy and language skills, they cannot meet the entry requirements for college, nor can they be successful in postsecondary education or workplace settings that require proficiency in English. The foundations of reading are a critical component of educating adult ELLs who have lower-level literacy skills in their native language(s). The three Reading Foundational Skills identified in the CCRS are intended to focus on teaching and learning to build learners' literacy skills.<sup>4</sup> The Reading Foundation Skills include phonological awareness, phonics and word recognition, and fluency (Pimentel, 2013).

## **3. Adult ELLs' funds of knowledge are a resource for their learning.**

Adult ELLs have a rich reservoir of social, linguistic, and cultural experiences from which they can draw as they learn English. These *funds of knowledge* can be invaluable in supporting their language development and linguistic competency (Moll, Amanti, Neff, & González, 1992). It is important to recognize, value, and build on the social, cultural, and linguistic backgrounds of learners to maximize the benefit of these resources (González, Moll, & Amanti, 2005). Understanding learners' individual identities can play a role in planning, instruction, and assessment (TESOL, 2008). For example, instructors can provide learners with opportunities to learn new skills and information by connecting instruction to adult learners' lives outside the classroom (Condelli & Wrigley, 2008). As ELLs *construct meaning from oral presentations and text* (ELPS Anchor 1) and *analyze and critique the arguments of others* (ELPS Anchor 6), instructors can support their learning by drawing on their reservoir of social, linguistic, and cultural experiences. It is

---

<sup>4</sup> The Reading Foundation Skills include phonological awareness, phonics and word recognition, and fluency (Pimentel, 2013).

crucial to provide opportunities for ELLs to practice how to *use knowledge of their native language when determining the meaning of unfamiliar words and phrases in English* (ELPS Anchor 8).

#### **4. Social language has an important role in ELLs' English language acquisition process.**

The ELPS strongly emphasize the academic language needed by ELLs to engage with and meet state-adopted content standards. However, in addition to academic language, adult ELLs need to develop social language in order to meet family, social, civic, and community needs and responsibilities. Additionally, informal social conversations and writing are part of a continuum that will support learners in moving toward participation in academic discussions and formal presentations (Zwiers, 2008). ELPS Anchors 2 and 7 provide guidance on how to help ELLs acquire both academic language and social language.

#### **5. Three key instructional advances form the basis of state-adopted content standards for English language arts and literacy in Adult Education that ELLs must access.**

The three key advances in instruction prompted by the CCRS are: (1) regular practice with complex text and its academic language; (2) reading, writing, and speaking grounded in evidence from text (both literary and informational); and (3) building knowledge through content-rich nonfiction (Pimentel, 2013; Student Achievement Partners, 2012). Instruction grounded in these advances may be seen as challenging for ELLs who may not share the content knowledge that texts assume or that may come from a culture of teacher-centered learning (Parrish, 2015). With the appropriate scaffolding and support, however, ELLs can meet the demands of instruction framed by these instructional advances.

#### **6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.**

The third key instructional advance is a move toward building learners' knowledge through content-rich nonfiction. Informational texts make up the majority of readings that learners will encounter in college and the workplace (Pimentel, 2013). To be successful in postsecondary education and career training, adult ELLs need to understand and analyze different forms of complex, nonfiction texts. In a workplace environment, for example, ELLs may need to read charts, forms, and training instructions (Parrish, 2015; Parrish & Johnson, 2010). ELLs should be exposed to a variety of informational texts related to the workplace, citizenship, and college readiness. ELPS Anchors 1 and 3 focus on supporting ELLs' engagement with such texts.

#### **7. Scaffolding is essential to facilitate ELLs' acquisition of language and academic content.**

Scaffolding is defined as temporary support that an instructor or more advanced peer provides that supports the learner in being able to perform a task the learner could not do without help. The goal of scaffolding is to enable a learner to independently complete a similar task in the future (National Governors Association for Best Practices, CCSSO, 2010). Effective instruction of ELLs requires scaffolding; it facilitates ELLs' construction of meaning and knowledge, acquisition of language, and advancement to the next level of language proficiency. The ELPS do not include specific recommendations for scaffolding but do reference using *supports* at lower

levels of language proficiency, supports that can be gradually removed at higher levels of proficiency. Instructors can include supports and scaffolds to help ELLs of varying language proficiency levels engage in instructional tasks. (see Appendix C in the [ELPS](#) and [Tool 1: Using the Four Dimensions of Performance](#) in the Teacher Toolbox that follows).

#### **8. ELLs with disabilities have specific instructional needs.**

Educators working with ELLs must first determine whether a learner's struggle is caused by a disability rather than linguistic and cultural differences (Hamayan, Marier, Sánchez-López, & Damico, 2013). Adults with documented disabilities should receive accommodations that permit their full participation in instruction and assessment.<sup>5</sup> This may require more varied types of instructional supports (see Appendix C in the [ELPS](#)).

#### **9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.**

Advances in information and communications technology have changed the definition of literacy to include visual and digital literacies (International Reading Association, 2009). Visual and digital literacies incorporate knowledge of 21st-century technologies such as video, online communities, search engines, web pages, and more. These new technologies require new literacy skills and practices. Specifically, appropriate multimedia tools and technologies aligned to the ELP Standards for AE are needed.<sup>6</sup> Integrating multimedia tools and technologies into the design of curriculum, instruction, and assessment will help learners be college and career ready. ELPS Anchors 3 and 5 offer guidance for how multimedia technology may be incorporated into ELL curriculum, instruction, and assessment.

#### **10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.**

English language acquisition instruction has been viewed as the responsibility of the English language acquisition teacher. However, state-adopted academic content standards include explicit expectations for how language should be used to demonstrate content knowledge and skills (Stanford University, Understanding Language Initiative, 2013). As a result, content instructors should incorporate academic vocabulary and language use relevant to their content area into their instruction. In addition to detailing correspondences to the CCRS for English Language Arts and Literacy, the ELPS also include correspondences to the Mathematical and Science Practices (see Tables 4 and 5 in the [ELPS](#)). The practices are “behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content area maturity and expertise” (CCSSO, 2014, p. 31). These correspondences can be used to identify the language skills that ELLs will need to develop to meet content standards in mathematics and science.

---

<sup>5</sup> Section 504 of the Americans with Disabilities Act specifies that these students are entitled to “inclusion, integration, and full participation” in any programs receiving federal funding” (Americans with Disabilities Act of 1990, Section 2c).

<sup>6</sup> For example, because the CCR Writing Anchor 6 asks that students be able to “Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others,” technology such as Microsoft Word or Google Docs could be considered aligned with that standard, and, in turn, the ELP Standards because their use would help students develop the skills needed to meet the standards.

## The Four Dimensions of Performance

While the ELPS describe key features of effective performance of skills, it is also necessary for instructors to consider how learners develop and use skills effectively. For instance, what does writing look like at different levels, from novice to expert? **The Four Dimensions of Performance** provide a way to look at developmental changes in performance of skills across levels, and in addition, they allow instructors to assess proficiency and measure learning, drawing from cognitive science research to do so. The Four Dimensions of Performance are foundational principles of the OAELPS (included from the OALS, Oregon's previous adult learning standards).

The Four Dimensions of Performance are as follows, including learner-facing questions to help gauge current levels of performance:

### **Structure of Knowledge Base**

What do I know (facts, rules, procedures, concepts, etc.), and how do I organize what I know?  
How do I organize and access knowledge?

### **Fluency of Performance**

Am I able to perform the task automatically, or is it difficult?

### **Independence of Performance**

How much guidance do I need? Do I know what to do in a particular situation?

### **Range of Conditions for Performance**

In how many different tasks and contexts am I able to use a skill?

The Four Dimensions of Performance can be used when creating assessments, planning instruction that includes scaffolded units or connected lessons, and developing multilevel instruction. (See **Teacher Toolbox:** [Using the Four Dimensions of Performance](#) for more information about how to use the Four Dimensions of Performance in instruction).

## Process Skills

The **Process Skills** are overarching elements that guide learning and instruction; they describe the process the brain goes through when fully using a skill. Retained from the OALS, they are as follows: Reading Process Skills, Writing Process Skills, and Speaking and Listening Process Skills (in the OALS, Read with Understanding, Write to Express Meaning, and Listen Actively & Speak So Others Can Understand).

### Reading Process Skills

The Reading Process Skills summarize the process that skilled readers use when reading purposefully. In conjunction with the ELPS Anchors and Descriptors, they serve as a guide for instruction and learning. They do not change across levels.

#### Reading Process Skills

Adult learners read diverse texts to build knowledge for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the reading process:

- Determine the purpose for reading
- Select and use reading strategies appropriate to the purpose
- Monitor comprehension and adjust reading strategies as needed to deepen understanding of text
- Use textual evidence to analyze the content and reflect on the underlying meanings
- Integrate the content with prior knowledge to address the purpose for reading

#### Reading Process Skills Description

Adult learners read diverse texts to build knowledge for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the reading process:

##### **Determine the purpose for reading**

Skilled readers identify, clarify, and prepare for their reading purpose before engaging with a text. Adult learners understand that they have varied, authentic purposes for reading in everyday, academic, job, and career settings. Skilled readers ask themselves why they are reading a text to help determine the appropriate strategies for the reading task. Gathering specific information from a short text requires different strategies than synthesizing information from a complex text.

##### **Select and use reading strategies appropriate to the purpose**

Skilled readers choose reading strategies appropriate to their reading purpose. They understand the various strategies available and how to apply them. For example, in order to gather discrete information from a short text, students may scan for that information; in order to synthesize complex information, students may highlight important passages and create a graphic organizer to connect the various pieces of information. To illustrate, a student reading an article about diabetes to find specific information about threshold blood sugar levels for diabetes prevention in meal planning would use different strategies when reading

the same article in preparation for a knowledge-based test taken toward earning a healthcare occupation certificate or degree. The purpose helps determine the appropriate strategies for the reading task.

**Monitor comprehension and adjust reading strategies as needed to deepen understanding of text**

Skilled readers use metacognition to gauge their understanding and adjust their reading strategies appropriately. They ask themselves if they are understanding what they are reading and, if necessary, adjust their strategies to check and deepen comprehension, for example by rereading, summarizing, using context clues, and making connections or discussing with others.

**Use textual evidence to analyze the content and reflect on the underlying meanings**

Skilled readers cite textual evidence in order to support their understanding with specific information directly from the text. They are able to use textual evidence to analyze the content as well as make inferences and draw conclusions about the underlying meanings of the text.

**Integrate the content with prior knowledge to address the reading purpose**

Skilled readers identify and tap into their prior knowledge to connect what they already know with new information in order to address the reading purpose. When skilled readers make connections from their experience to the text, they have a foundation upon which they can integrate new facts, ideas, and concepts. As skilled readers, they think about what they are reading and consider how it fits with what they already know. In this way, they build upon the schema that they already have developed to construct knowledge.

## Writing Process Skills

The Writing Process Skills summarize the process that skilled writers use when writing for an audience. In conjunction with the ELPS anchors and descriptors, they serve as a guide for instruction and learning. They do not change across levels.

### Writing Process Skills

Adult learners write to express meaning for a variety of purposes, integrating their knowledge, skills, and strategies in the following components of the writing process:

- Determine the purpose for writing
- Select and use writing strategies appropriate to the purpose
- Develop and organize ideas using evidence to serve the writing purpose
- Use self-review and feedback from others to revise text
- Use English language conventions and edit text to increase reader understanding and meet the writing purpose

## **Writing Process Skills Description**

Adult learners write to express meaning for a variety of purposes, integrating their knowledge, skills and strategies in the following components of the writing process:

### **Determine the purpose for writing**

Skilled writers identify, clarify, and prepare for their writing purpose in a specific situation. For example, they consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, links, formality, organization, and the format of the text.

### **Select and use writing strategies appropriate to the purpose**

Skilled writers choose among a variety of strategies appropriate to planning and organizing specific text types. They determine relevant strategies for addressing the writing purpose, including the presentation of complex arguments, and they extract ideas from diverse sources, checking that information is accurate and sources are credible. Skilled writers also use graphic organizers and practice with models to prepare for varied writing purposes, such as high-stakes, timed certification exams.

### **Develop and organize ideas using evidence to serve the writing purpose**

Skilled writers draw on evidence in the text to develop and organize their ideas in order to serve the writing purpose. They may incorporate prior experience, new knowledge, and their own questions, interests, and observations as appropriate to develop and organize ideas and information in varied texts, using evidence as support.

### **Use self-review and feedback from others to revise text**

Skilled writers evaluate and revise their writing, including the use of feedback from others to enhance the impact of the writing and better address the writing purpose. For example, they read aloud to hear how their text sounds and collaborate with others to revise text using strategies such as question prompts. Skilled writers also evaluate whether their style and tone are appropriate to the writing purpose, and they express their own unique thoughts and ideas in a way that shows commitment to the topic, purpose, and audience.

### **Use English language conventions and edit text to increase reader understanding and meet the writing purpose**

Skilled writers employ writing conventions appropriate for a variety of text types. They use basic and complex grammar to construct text that varies in style, length and complexity, and they include vocabulary appropriate for the context as well as their own unique thoughts and ideas along with relevant evidence gleaned from credible sources. They proofread and apply knowledge of conventions to enhance reader understanding. For example, skilled writers use punctuation correctly and for effect, and they attend to capitalization and spelling. These writers also use tools such as dictionaries, thesauruses, rubrics, and style guides as needed.



## Speaking and Listening Process Skills

The Speaking and Listening Process Skills summarize the process that skilled speakers use when communicating orally. In conjunction with the ELPS anchors and descriptors, they serve as a guide for instruction and learning. They do not change across levels.

### Speaking and Listening Process Skills

Adult learners speak so others can understand and listen actively for a variety of purposes, integrating knowledge, skills, and strategies in the following process:

- Determine the purpose for speaking and listening
- When speaking, organize information to effectively serve the purpose and context
- When listening, focus attention and choose listening strategies appropriate to the purpose
- Receive and convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to communication
- Use strategies to monitor one's own comprehension and others' comprehension
- Determine whether or not the purpose has been met, adjusting strategies as needed
- Integrate new information with prior knowledge to address the purpose for speaking and listening

### Speaking and Listening Process Skills Description

#### **Determine the purpose for speaking and listening**

Skilled speakers and listeners identify, clarify, and prepare for their speaking and listening purpose in a specific situation. For example, speakers consider how purpose and audience will affect content, choice of supporting evidence and examples, word choice, style, links, formality, organization, and the format of what they are saying. Listeners consider what they will pay most attention to and how they will retain important information (e.g., take notes, repeat aloud).

#### **When speaking, organize information to effectively address the purpose and context**

Skilled speakers organize their information to meet not just their own purpose, but also the purposes of stakeholders and their audience. They analyze the audience and context and mindfully choose what pieces of evidence will support their claims and help them achieve their purpose.

#### **When listening, focus attention and choose listening strategies appropriate to the purpose**

Skilled listeners utilize strategies to help themselves hear (e.g., turn off the TV, close a door, use headphones) and pay attention to what the speaker is saying.

**Receive and convey information, paying attention to the conventions of oral English communication, including grammar, word choice, pronunciation, register, pace, and gesture in order to minimize barriers to communication**

Skilled speakers and listeners utilize conventions of oral English to effectively share information when speaking and to process information when listening.

**Use strategies to monitor one's own comprehension and others' comprehension**

Skilled speakers and listeners use a wide variety of strategies to determine whether they are being understood (e.g., attend to nonverbal cues) and whether they understand (e.g., repeat main ideas, ask clarifying questions).

**Determine whether or not the purpose has been met, adjusting strategies as needed**

Skilled speakers and listeners reflect on their purpose, even if briefly, to decide whether they have been met. If necessary or possible, skilled speakers and listeners try alternative strategies (e.g., speak more slowly, adjust pronunciation, gesture, rephrase, reorganize presentation of ideas, summarize) to meet their purpose.

**Integrate new information with prior knowledge to address the purpose for speaking and listening**

Skilled speakers and listeners identify and tap into their prior knowledge to connect what they already know with new information in order to address the speaking and/or listening purpose. When they make connections from their experiences to the communication task, they have a foundation upon which they can integrate new facts, ideas, and concepts. As skilled speakers and listeners, they think about what they are saying or hearing and consider how it fits with what they already know. In this way, they build upon the schema that they have already developed to construct knowledge.

## Key Advances

Together, the Oregon Adult English Language Proficiency Standards (OAELPS) and the Oregon Adult College and Career Readiness Standards (OACCRS) provide continuity in building adult learners' skills in Oregon from beginning literacy through college transition. Thus, the three Key Advances from the CCRS, which are also a key part of the OACCRS, have been included in the OAELPS. The Key Advances (also referred to as Key Shifts in the CCRS) provide a stronger emphasis on the learner skills of understanding complex texts, identifying evidence, and building knowledge. They are explained in more detail in the [Teacher Toolbox](#).

At the heart of the Key Advances is a focus on careful examination of the text itself. Thus, the OAELPS address the texts that learners should read and listen to and the kinds of questions learners should address as they write and speak about them. The standards sharpen the focus on the close connection between comprehension of text and acquisition of knowledge.

The Key Advances below are excerpts from the national CCRS.

A brief explanation of each Key Advance follows.

### Key Advance 1 - Complexity

#### **Regular Practice with Complex Text and Its Academic Language**

Underlying the standards is research indicating that the complexity of text that learners are able to read is the greatest predictor of success in college and careers (ACT 2006). Other research shows that the current gap in complexity between high school texts and college/career texts is roughly four grade levels (Williamson 2006). Therefore, the first key advance is exposing students to appropriately complex texts in both instruction and assessment, which is achievable even from beginning levels. (See **Teacher Toolbox: [Selecting Texts Worth Reading](#)** for more information about how to choose complex texts to use in instruction.)

This focus on exposure to complex text includes a staircase of increasing text complexity for learners to read independently and proficiently. This advance calls for instructors to provide learners with frequent and multiple exposure to text containing vocabulary and structures that they are likely not comfortable producing but also includes text at their comfort level and at growth edges.

Closely related to text complexity and inextricably related to reading comprehension is a focus on frequently encountered academic vocabulary — language common to complex texts across the disciplines of literature, math, science, history, and the arts. Thus, ELPS Anchors 7–10 emphasize the use of both general academic and content-specific vocabulary development.

### Key Advance 2 - Evidence

#### **Reading, Writing, and Speaking Grounded in Evidence from Both Literary and Informational Text**

The second key advance is the prioritization of evidence from texts across the domains of reading and writing as well as speaking and listening, as command in both understanding and

use of evidence is a key college and career readiness skill. Thus, ELPS Anchors 1–6 include emphasis on the learner’s ability to cite evidence from texts to present information, defend claims, analyze sources, and conduct research.

### **Key Advance 3 - Knowledge**

#### **Building Knowledge through Content-Rich Nonfiction**

The third key advance is a strong focus on literacy across the disciplines of math, science, social studies, and technical subjects in addition to English language arts. Informational text makes up the vast majority of required reading in college and the workplace, and it therefore should be emphasized in instruction. Through an extended focus on literacy in the domains of science, history, and technical subject areas, students can build the knowledge that prepares them for college and careers. Given that literacy across disciplines is one of the goals of adult education, the OAELPS emphasize the comprehension of informational text. This does not mean that students do not have exposure to literary text, but rather that there is a special emphasis on the knowledge which is built specifically through content-rich, informational text. Thus, ELPS Anchors 1–10, with their corresponding references to the CCRS, emphasize building knowledge.

#### **The Role of Prior Knowledge**

There is a focus on evidence-based responses to informational and literary texts in the OAELPS. This is important because by focusing on evidence in the text, learners of varying backgrounds have a more equitable opportunity to understand and respond to texts successfully. However, the value of prior knowledge should be recognized as it can still play a part in the reading, writing, and communication processes. Educators must value all learner experiences and backgrounds without inadvertently devaluing them as well as help learners understand the value of their own prior knowledge.

Prior knowledge is not a requirement in order to be successful on learning tasks and assessments. However, learners may use prior knowledge in a number of ways. Learners can use prior knowledge to create meaning from what they read by synthesizing it with what they already know, such as further illustrating an argument in their writing. Prior knowledge can also aid adult learners in making inferences and drawing conclusions. In addition, recognizing prior knowledge can make the reading, writing, and communication processes more relevant for learners

## ELPS Anchors

When searching online for national ELPS materials, please note that the Oregon Adult CCRS (OACCRS) and Oregon Adult ELPS (OAELPS) use the term “anchor” in the same way. This differs from the national ELPS, which use the term “standard” in place of “anchor.”

There are 10 ELPS anchors that address reading, writing, listening, and speaking skills across 5 ELPS levels. The structure and function of the ELPS anchors and descriptors are described below. The ELPS Anchors with level-specific descriptors below are excerpts from the national ELPS.

### The 10 ELPS Anchors

The ELPS Anchors are divided into two groups: Anchors 1–7 and Anchors 8–10.

**Anchors 1–7** highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science.

**Anchors 8–10** highlight the linguistic skills needed to support Anchors 1–7. For example, ELPS Anchor 8 (An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text) is necessary in order for ELLs to engage with ELPS Anchor 1 (An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing).

The ELPS focus on all four domains of language acquisition: listening, speaking, reading, and writing. ELPS Anchors 1 and 8 target receptive skills (i.e., listening and reading). ELPS Anchors 3, 4, and 7 target productive skills (i.e., speaking and writing). ELPS Anchors 2, 5, and 6 are interactive in that they require collaborative use of both receptive and productive skills. ELPS Anchors 9 and 10 focus on the linguistic structures of English. Table 1 lists the 10 ELPS Anchors and summarizes their functions.

**Table 1. Organization of the English Language Proficiency Standards for Adult Education and Functions of Anchors**

<b>ELP Standards for Adult Education</b> <b>An ELL can...</b>	<b>Functions of Anchors</b>
<ol style="list-style-type: none"> <li>1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</li> <li>2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</li> <li>3. speak and write about level-appropriate complex literary and informational texts and topics.</li> <li>4. construct level-appropriate oral and written claims and support them with reasoning and evidence.</li> <li>5. conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>6. analyze and critique the arguments of others orally and in writing.</li> <li>7. adapt language choices to purpose, task, and audience when speaking and writing.</li> </ol>	<p>Anchors 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
<ol style="list-style-type: none"> <li>8. determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9. create clear and coherent level-appropriate speech and text.</li> <li>10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</li> </ol>	<p>ELPS Anchors 8–10 support ELPS Anchors 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p>

## **The 5 ELPS Levels and Descriptors**

While the 10 ELPS Anchors remain the same across levels, the level-specific descriptors change, delineating the progression of skills development over the 5 ELPS proficiency levels. The anchor and descriptor are exit performance abilities that are addressed to the learner. The instructor's role is to provide opportunities for the learner to meet the exit performance abilities. Applications for each descriptor can be found in the [Single-Level Views](#).

### **The Level 1–5 ELPS Descriptors**

The Level 1-5 descriptors detail the performance targets that learners should be able to demonstrate for each anchor by the end of each ELPS level. They exemplify how learners at all proficiency levels can work on language, knowledge, and skills appropriate for their level as they work to master each anchor. Together, the anchors and descriptors pinpoint language skills and knowledge that ELLs need to master to engage successfully with standards-based academic content, and ultimately to reach their goals.

The descriptors assume the learner can successfully meet the targets described in the preceding level(s). For example, learners at Level 3 possess the knowledge, skills, and abilities described in Levels 1 and 2. Table 2 provides an example of the Level 1–5 descriptors for ELPS Anchor 1. The left column shows the Anchor, and the other columns show the Level 1–5 descriptors.

**Table 2. English Language Proficiency Anchor 1 and Level 1–5 Descriptors**

<b>ELPS Anchor 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p><b>An ELL can...</b></p> <p>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p><b>By the end of English language proficiency level 1, an ELL can...</b></p> <p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b></p> <p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b></p> <p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key detail</li> <li>• answer questions about key detail</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine central ideas or themes in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul>



While the Level 1–5 descriptors show the acquisition of specific knowledge, skills, and abilities in a linear progression across proficiency levels, ELLs’ acquisition of English may not be linear within a proficiency level or across proficiency levels (Center for Applied Linguistics, 2015; CCSSO, 2014). In the language acquisition process, ELLs may perform certain skills (e.g., speaking) at a higher proficiency level than other skills (e.g., writing). Also, a learner’s performance may vary depending on the task and the complexity of the spoken or written text involved. For example, with a familiar text, a learner may perform a particular language skill successfully. However, the learner may need additional opportunities to review and practice that skill when working with a more complex or unfamiliar text.

The ELPS Anchors are presented with corresponding CCRS Anchors listed below. The left column shows the ELPS Anchor with the corresponding Level 1–5 descriptors to the right. The correspondences to the CCRS Mathematical and Science Practices as well as the CCR English Language Arts and Literacy Standards are displayed below each of the ELPS Anchors and Level 1–5 descriptors. These correspondences are useful to help English language acquisition instructors incorporate these CCR Standards into instructional planning and, when possible, collaborate with content instructors to ensure a common understanding of the expectations of the corresponding CCRS anchors and practices. In addition, collaborating content instructors can share level-appropriate materials for ELLs that English language acquisition instructors can scaffold and supplement.

Note: The cross-level matrix presented in the OAELPS is called View One in the ELPS. In the ELPS, there is also a View Two, which may be useful for instruction in ABE or ASE classrooms. It displays each CCRS Anchor that corresponds to one or more of the ELPS Anchors, which are referred to as Standards in the ELPS. (See the [ELPS for AE](#) for View Two.)

## Cross-Level Matrix

<b>ELPS Anchor 1: An ELL can...</b> construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.				
Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>By the end of English language proficiency level 1, an ELL can...</b> use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b> use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b> use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine central ideas or themes in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text</li> </ul>
<p><b>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</b></p> <p><b>CCRS Reading</b></p> <p>CCRS Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>CCRS Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>				

CCRS Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRS Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCRS Speaking and Listening**

CCRS Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

***...when engaging in one or more of the following content-specific practices:***

**CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

**NGSS Science and Engineering Practices**

SP1. Ask questions and define problems.

**ELPS Anchor 2: An ELL can...** participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>By the end of English language proficiency level 1, an ELL can...</b></p> <ul style="list-style-type: none"> <li>actively listen to others</li> <li>participate in short conversations and written exchanges about familiar topics and in familiar contexts</li> <li>present simple information</li> <li>respond to simple yes/no questions and some wh-questions</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b></p> <ul style="list-style-type: none"> <li>participate in short conversations and written exchanges about familiar topics and texts</li> <li>present information and ideas</li> <li>appropriately take turns in interactions with others</li> <li>respond to simple questions and wh-questions</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b></p> <ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed</li> <li>follow rules for discussion</li> <li>ask questions to gain information or clarify understanding</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>clearly support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly and persuasively</li> <li>refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>ask and answer questions that probe reasoning and claims</li> <li>summarize the key points and evidence discussed</li> </ul>

*...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:*

**CCRS Writing**

CCRS Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**CCRS Speaking and Listening**

CCRS Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*...when engaging in one or more of the following content-specific practices:*

**CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

**NGSS Science and Engineering Practices**

SP1. Ask questions and define problems.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

ELPS Anchor 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.				
Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>By the end of English language proficiency level 1, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>communicate information and feelings</li> </ul> <p>about familiar texts, topics, and experiences</p>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose simple written narratives or informational texts</li> </ul> <p>about familiar texts, topics, experiences, or events</p>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>deliver short oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with a few details</li> </ul> <p>about familiar texts, topics, or events</p>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with some relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul> <p>about a variety of texts, topics, or events</p>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>fully develop the topic with relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul> <p>about a variety of texts, topics, or events</p>
<p><b><i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i></b></p> <p><b>CCRS Writing</b></p> <p>CCRS Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCRS Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>				

### **CCRS Speaking and Listening**

CCRS Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRS Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

***...when engaging in one or more of the following content-specific practices:***

### **CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

### **NGSS Science and Engineering Practices**

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

ELPS Anchor 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.				
Level 1	2	3	4	5
<p><b>By the end of English language proficiency level 1, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• express an opinion about a familiar topic, experience or event.</li> <li>• give a reason for the opinion</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• construct a claim about familiar topics, experiences, or events</li> <li>• introduce the topic, experience, or event</li> <li>• give a reason to support the claim</li> <li>• provide a concluding statement</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• construct a claim about familiar topics</li> <li>• introduce the topic</li> <li>• provide sufficient reasons or facts to support the claim</li> <li>• provide a concluding statement</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• construct a claim about a variety of topics</li> <li>• introduce the topic</li> <li>• provide logically ordered reasons or facts that effectively support the claim</li> <li>• provide a concluding statement</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• construct a substantive claim about a variety of topics</li> <li>• introduce the claim</li> <li>• distinguish it from a counter-claim</li> <li>• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim</li> <li>• provide a conclusion that summarizes the argument presented</li> </ul>
<p><b><i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i></b></p> <p><b>CCRS Writing</b></p> <p>CCRS Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				



### **CCRS Speaking and Listening**

CCRS Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

*...when engaging in one or more of the following content-specific practices:*

### **CCRS Mathematical Practices**

MP3. Construct viable arguments and critique the reasoning of others.

MP6. Attend to precision.

### **NGSS Science and Engineering Practices**

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

**ELPS Anchor 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.**

1	2	3	4	5
<p><b>By the end of English language proficiency level 1, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use advanced search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• analyze and integrate information into clearly organized spoken and written texts</li> <li>• include illustrations, diagrams, or other graphics as</li> </ul>

			appropriately	appropriate <ul style="list-style-type: none"> <li>• cite sources appropriately</li> </ul>
<p><b><i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i></b></p> <p><b>CCRS Writing</b></p> <p>CCRS Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCRS Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCRS Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>CCRS Speaking and Listening</b></p> <p>CCRS Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCRS Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b><i>...when engaging in one or more of the following content-specific practices:</i></b></p> <p><b>CCRS Mathematical Practices</b></p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p><b>NGSS Science and Engineering Practices</b></p> <p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>				

<b>ELPS Anchor 6: An ELL can... analyze and critique the arguments of others orally and in writing.</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>By the end of English language proficiency level 1, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• identify a point an author or a speaker makes</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• identify the main argument an author or speaker makes</li> <li>• identify one reason an author or a speaker gives to support the argument</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• explain the reasons an author or a speaker gives to support a claim</li> <li>• identify one or two reasons an author or a speaker gives to support the main point</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• analyze the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite textual evidence to support the analysis</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• analyze and evaluate the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite specific textual evidence to thoroughly support the analysis</li> </ul>
<p><b><i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i></b></p> <p><b>CCRS Reading</b></p> <p>CCRS Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><b>CCRS Writing</b></p> <p>CCRS Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>CCRS Speaking and Listening</b></p>				

CCRS Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*...when engaging in one or more of the following content-specific practices:*

**CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique the reasoning of others.

**NGSS Science and Engineering Practices**

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

<b>ELPS Anchor 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>By the end of English language proficiency level 1, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• show emerging awareness of differences between informal and formal language use</li> <li>• recognize the meaning of some words learned through conversations, reading, and being read to</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• show increasing awareness of differences between informal and formal language use</li> <li>• adapt language choices to task and audience with emerging control in various social and academic contexts</li> <li>• begin to use some frequently occurring general academic and content-specific words</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts</li> <li>• use an increasing number of general academic and content- specific words and expressions in spoken and written texts</li> <li>• show developing control of style and tone in spoken and written texts</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts</li> <li>• use a wider range of complex general academic and content-specific word and phrases</li> <li>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts</li> <li>• use a wide variety of complex general academic and content- specific words and phrases</li> <li>• employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate</li> </ul>
<p><i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i></p> <p><b>CCRS Writing</b></p>				

CCRS Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

### **CCRS Speaking and Listening**

CCRS Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **CCRS Language**

CCRS Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

*...when engaging in one or more of the following content-specific practices:*

### **CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

### **NGSS Science and Engineering Practices**

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

<b>ELPS Anchor 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</b>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<p><b>By the end of English language proficiency level 1, an ELL can...</b></p> <p>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul> <p>in spoken and written texts about familiar topics, experiences, or events</p>	<p><b>By the end of English language proficiency level 2, an ELL can...</b></p> <p>using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> </ul> <p>in spoken and written texts about familiar topics, experiences, or events</p>	<p><b>By the end of English language proficiency level 3, an ELL can...</b></p> <p>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul> <p>in spoken and written texts about familiar topics, experiences, or events</p>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <p>using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</li> </ul> <p>in spoken and written texts about a variety of topics, experiences, or events</p>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <p>using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions</li> </ul> <p>in spoken and written texts about a variety of topics, experiences, or events</p>
<i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i>				



**CCRS Reading**

CCRS Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRS Language**

CCRS Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCRS Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*...when engaging in one or more of the following content-specific practices:*

**CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

**NGSS Science and Engineering Practices**

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

**ELPS Anchor 9: An ELL can... create clear and coherent level-appropriate speech and text.**

1	2	3	4	5
<p><b>By the end of English language proficiency level 1, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> <li>• provide one or two facts about the topic</li> <li>• use common linking words to connect events and ideas</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional words and phrases to connect events, ideas, and opinions</li> <li>• provide a conclusion</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>• introduce and develop an informational topic with facts, details, and evidence</li> <li>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>• provide a concluding section or statement</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order</li> <li>• introduce and effectively develop an informational topic with facts, details, and evidence</li> <li>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>• provide a concluding section or statement</li> </ul>

***...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:***

**CCRS Reading**

CCR 1E7: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)

- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

CCRS Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRS Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRS Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCRS Speaking and Listening**

CCRS Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCRS Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

***...when engaging in one or more of the following content-specific practices:***

**CCRS Mathematical Practices**

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique the reasoning of others.

**NGSS Science and Engineering Practices**

---

<sup>7</sup> The correspondence determined in the ELP A21 ELP Standards was at a granular level instead of at the anchor level.

SP1. Ask questions and define problems.

SP3. Plan and carry out investigations.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

<b>ELPS Anchor 10: An ELL can...</b> demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				
1	2	3	4	5
<p><b>By the end of English language proficiency level 1, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>produce simple and compound sentences</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>use simple phrases</li> <li>use simple clauses</li> <li>produce and expand simple, compound, and a few complex sentences</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>use increasingly complex phrases</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>use complex phrases and clauses</li> <li>produce and expand simple, compound, and complex sentences</li> </ul>
<p><b><i>...when engaging in tasks corresponding with the following CCRS Anchors for English Language Arts and Literacy:</i></b></p> <p><b>CCRS Language</b></p> <p>CCRS Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CCRS Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p><b><i>...when engaging in one or more of the following content-specific practices:</i></b></p> <p><b>CCRS Mathematical Practices</b></p> <p>MP6. Attend to precision.</p>				

**NGSS Science and Engineering Practices**

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

## Single-Level Views of Anchors

The OAELPS single-level views include Applications which are not included in the national ELPS. Many of the Applications originated in the OALS. They offer options and suggestions for Anchor descriptor activities but are not exclusive or comprehensive.

### Level 1 Single-Level Views

Note: The Anchor, Descriptor and Applications are addressed to the learner. The instructor's role is to provide opportunities for the student to meet the exit standard.

Language Skills to Engage in Content	
<b>ELPS Anchor 1:</b>  <b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.	<b>ELPS Level 1 Descriptor:</b>  By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"><li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li></ul> <b>Applications:</b>  <b>Reading</b>  Understand that pictures, symbols, and print represent things and ideas  Make predictions about content and organization based on text type, symbols, and context (e.g., electric bill, where aisle signs in stores are located, stop sign) to prepare to read for one's purpose  Ask simple questions to guide reading (e.g., <i>What is the price?</i> )  Prepare simple notes or pictures to use as a reference (e.g., picture of item, bus number to look for)  Attend to features of English print (e.g., left-to-right orientation, word boundaries)  Use illustrations and symbols as clues to meaning  Scan for keywords/numbers  Answer questions posed by self or others (e.g., using <i>who, what, where, when, why, how</i> )  Retell key words and phrases  Reread; compare understanding with another reader  <b>Speaking and Listening</b>  Recall previous experience and often-repeated exchanges to aid in comprehension

	<p>(e.g., <i>What's your name? Write your name here.</i>)</p> <p>Recognize visual cues, body language, and situational context clues to aid comprehension (e.g., which handouts are used, where others are looking)</p> <p>Listen for learned phrases, key words, or numbers (e.g., listen for a DMV customer number)</p> <p>Listen respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Identify numbers 1–31 for date, 1–12 versus 1–24 for am/pm time</p> <p>Determine time of an appointment</p> <p>Determine time available for an appointment</p> <p>Determine location of an appointment</p>
<p><b>ELPS Anchor 2:</b></p> <p><b>An ELL can...</b> participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</p>	<p><b>ELPS Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> <li>• actively listen to others</li> <li>• participate in short conversations and written exchanges about familiar topics and in familiar contexts</li> <li>• present simple information</li> <li>• respond to simple yes/no questions and some wh-questions.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine content for addressing writing purpose (e.g., shopping list, simple email, chat reply)</p> <p>Use a familiar, highly structured model (e.g., fill in the blank, simple sentence)</p> <p>Use diverse media (e.g., picture dictionaries, digital platforms, translation tools, smartphones, glossaries) to enhance communication</p> <p>Use or create a simple visual representation of ideas (e.g., a chart of class responses)</p> <p><b>Speaking and Listening</b></p> <p>Recognize information or needs to be conveyed or exchanged (e.g., ask for help)</p> <p>Understand how purpose affects format of conversation, including awareness of</p>



	<p>agreed-upon rules for discussion (e.g., ways to begin and end a conversation)</p> <p>Recall and build knowledge of the setting/situation, non-verbal cues, and common discourse patterns (e.g., make requests by pointing, express agreement with thumbs up, respond to greetings)</p> <p>Draw on knowledge related to personal experience, interests, work, education, family, or community topic.</p> <p>Learn and rehearse a few key words or phrases typical for an interaction or conversation (e.g., <i>Where are you from? Is the bus on time?</i>)</p> <p>Learn from others what they have heard or said in similar situations (e.g., school office, store)</p> <p>Consider reactions of the listener/speaker to the interaction (e.g., confusion)</p> <p>Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension (e.g., identify problem sounds and the words that have them)</p> <p>Distinguish and clearly enunciate sounds in familiar words (e.g., initial and final sounds, rhymes)</p> <p>Understand and produce the stress and intonation of familiar words (e.g., numbers, days, months), phrases, and questions (e.g., <i>Can I help?</i>)</p> <p>Understand and repeat question intonation</p> <p>Use a variety of reference tools (e.g., online dictionaries, apps) to listen to word pronunciation</p> <p>Use one or two strategies to communicate/respond in familiar situations, relying heavily on non-verbal communication (e.g., gestures such as nodding or shaking head, thumbs up or down, facial expressions)</p> <p>Observe, build, and use knowledge to guide participation in culturally appropriate interactions (e.g., expected responses to the question <i>What's your name?</i>)</p> <p>Recall previous experience and often-repeated exchanges to aid in comprehension and communication</p> <p>Follow agreed-upon rules such as taking turns</p> <p>Ask questions to clarify something that is not understood</p> <p>Find and share evidence to support your conclusion (e.g., pictures, words)</p> <p>Listen for and use learned phrases, key words, and/or numbers</p> <p>Use at least one strategy to check own and listener's comprehension (e.g., compare</p>
--	--

	<p>one's understanding with others')</p> <p>Use non-verbal cues (e.g., eye contact, gestures, nodding) and some basic words (<i>What? Huh? OK</i>) to indicate level of comprehension</p> <p>Use strategies to repair misunderstanding (e.g., ask for repetition)</p> <p>Request feedback from the listener(s) (e.g., <i>OK?</i>)</p> <p>Use strategies to clarify spoken meaning (e.g., repeating information, miming, pointing, drawing)</p> <p>Manage internal and external barriers to comprehension (e.g., physical setting)</p> <p>Express, understand, and respond to simple questions and answers (e.g., <i>What's your name?</i>) and practice greetings, courtesies, warnings, instructions, and requests for basic personal information (e.g., <i>Be careful! How are you?</i>)</p> <p>Comprehend and recite relevant names, numbers, and letters (e.g., address, phone) for emergencies and personal needs</p> <p>Respectfully avoid or decline speaking</p> <p><b>Math</b></p> <p>Arrange appointment date, time, and location</p> <p>Recognize the different structures of identity numbers (e.g., birth date, social security number, student ID number)</p> <p>Respond to availability of appointments</p> <p>Answer simple WH questions (e.g., <i>When? Where? How much?</i>) with precision (e.g., <i>at 5:00pm, on the corner of 1st Avenue and 15th South Street, 2 blocks to the east, across from the bank, \$15.99</i>)</p> <p>Analyze metric conversion (e.g., kilograms to pounds)</p>
<p><b>ELPS Anchor 3:</b></p> <p><b>An ELL can...</b> speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p><b>ELP Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>communicate information and feelings about familiar texts, topics, and experiences.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine the purpose for writing in English</p>

	<p>Use help from others to determine content for addressing writing purpose (e.g., required information)</p> <p>Brainstorm words</p> <p>Complete sentences (e.g. cloze activity) or respond to prompts (e.g., pictures, questions)</p> <p>Read and fill in simple forms based on a model</p> <p>Write some high frequency sight words and personally relevant words and phrases</p> <p>Write a basic sentence to convey information or an idea</p> <p>Use pictures and symbols to support text</p> <p>Copy a few sight words from environmental print sources with appropriate spacing</p> <p>Begin to capitalize proper nouns (e.g., names, days, months) and the pronoun "I"</p> <p>Begin to use basic punctuation in simple sentences and simple information, including:</p> <ul style="list-style-type: none"> <li>• periods and question marks</li> <li>• addresses, phone numbers, and social security numbers</li> <li>• dates, money, time, and numbers</li> </ul> <p>Form upper and lowercase letters and numbers legibly</p> <p>Orient text correctly on the page</p> <p>Identify and write letters and letter blends associated with consonant and vowel sounds</p> <p>Correct letter formation, misspellings, and capitalization errors</p> <p>Correct simple punctuation, including periods at end of sentences, in titles (<i>Mr.</i>, <i>Mrs.</i>, <i>Ms.</i>, <i>Mx.</i>), commas in dates, and periods and commas in money amounts</p> <p>With modeling, correct some simple grammatical errors (e.g., basic noun/pronoun agreement, negation, verb endings)</p> <p>Correct word choice and word order</p> <p>Use tools such as word, picture, and bilingual dictionaries</p> <p>Use paper/pencil and very basic keyboarding</p> <p>Use simple electronic messaging such as texting</p> <p><b>Speaking and Listening</b></p> <p>Reflect on and draw from experience, needs, interests, and observations, using text</p>
--	--

	<p>resources as needed to prepare for speaking</p> <p>Learn a few key words or phrases used in specific situations (e.g. introducing oneself)</p> <p>Use a simple list to prepare to communicate points on a familiar topic (e.g., name, country, job)</p> <p>Create or prepare a simple visual representation of ideas (e.g., drawing, photograph)</p> <p>Distinguish and clearly repeat sounds in familiar words (e.g., initial and final sounds, minimal pairs) and short phrases</p> <p>Speak audibly and at an understandable pace</p> <p>Understand and produce the stress and intonation of familiar words and phrases as modeled (e.g., <i>How much? STUdent</i>)</p> <p>Differentiate syllable stress in numbers, days, and months (e.g., <i>MONday</i>)</p> <p>Understand and repeat question intonation patterns</p> <p>Repeat learned phrases of appropriate formality for a small range of familiar audiences</p> <p>Use strategies to check own and listener's comprehension (e.g., compare one's understanding with others')</p> <p>Pay attention to the listener's non-verbal and verbal cues (e.g., eye contact, facial expression, gesture, body language, <i>Huh?</i>)</p> <p>Request feedback from the listener(s) (e.g., <i>OK?</i>)</p> <p>Use strategies to clarify spoken meaning (e.g., by repeating information, miming, pointing, or drawing)</p> <p>Request feedback on accuracy and pronunciation when reading English words and simple sentences aloud (e.g., picture dictionary, handout)</p> <p><b>Math</b></p> <p>Fill in birth date, social security number, or student ID number on a form</p> <p>Determine order of events in a short paragraph</p>
<p><b>ELPS Anchor 4:</b></p> <p><b>An ELL can...</b> construct level appropriate oral and written claims and</p>	<p><b>ELPS Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> <li>• express an opinion about a familiar topic, experience or event</li> </ul>

<p>support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> <li>• give a reason for the opinion.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine content for addressing writing purpose (e.g., information relevant to opinion)</p> <p>Brainstorm relevant vocabulary</p> <p>Use a simple model (e.g., fill in the blank with opinion and reason)</p> <p>Write simple sentences with high frequency sight words and personally relevant words and phrases to state an opinion and give a reason for the opinion</p> <p><b>Speaking and Listening</b></p> <p>Use a simple model (e.g., fill in the blank with opinion and reason) to state an opinion and give a reason for the opinion</p> <p>Use relevant learned phrases, key words, and/or numbers</p> <p>Use media (e.g., pictures) to enhance communication</p>
<p><b>ELPS Anchor 5:</b></p> <p><b>An ELL can...</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p><b>ELPS Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Determine the relevance of ideas/information presented in the text to the research purpose (e.g., ask <i>Does this tell me how much the item costs?</i>)</p> <p>Integrate written and graphic information into writing and/or presentation</p> <p>Combine information presented in different simple sources</p> <p><b>Writing</b></p> <p>Identify relevant content for addressing writing purpose</p> <p>Make notes (e.g., information to include)</p>

	<p>Use list or model to organize information</p> <p>Consider what is needed to complete the writing task (e.g., determine the content needed)</p> <p>Present research findings using appropriate text type (e.g., list, poster board)</p> <p><b>Speaking and Listening</b></p> <p>Organize speaking points as instructed</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from research</p> <p>Select or create simple media to represent ideas and enhance communication (e.g., poster, pictures)</p> <p><b>Math</b></p> <p>Determine the order of tasks for a short research project</p> <p>Determine corresponding connection between picture and text</p>
<p><b>ELPS Anchor 6:</b></p> <p><b>An ELL can...</b> analyze and critique the arguments of others orally and in writing.</p>	<p><b>ELPS Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• identify a point an author or a speaker makes.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Locate key information in text with strong visual supports</p> <p>Recognize implied claims evident in pictures (e.g., using a product will result in a happier life)</p> <p>Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., ask <i>Does this tell me how much the item costs?</i>)</p> <p><b>Writing</b></p> <p>Write some high frequency sight words and personally relevant words and phrases</p> <p>Write a basic sentence to convey information or an idea</p> <p>Use pictures and symbols to support text</p> <p>Copy words and sentences</p>

	<p>Check the understanding of a reader to find out if meaning has been conveyed</p> <p>Reread one's own writing and the writing of peers</p> <p><b>Speaking and Listening</b></p> <p>Determine a simple question to ask or a simple statement to make to support identification of an author or speaker's point</p> <p>Recall previous experience and often-repeated exchanges to aid in comprehension (e.g., ads for low prices)</p> <p>Recognize and use visual cues, body language, and situational context clues to aid comprehension (e.g., an author's use of pictures, a speaker's gesturing)</p> <p>Listen for isolated words (e.g., learned phrases, key words, numbers)</p> <p><b>Math</b></p> <p>Determine the operation needed to solve a problem (e.g., add, subtract, divide, multiply)</p> <p>Identify the point of a word problem (e.g., to determine gas mileage)</p>
<p><b>ELPS Anchor 7:</b></p> <p><b>An ELL can...</b> adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p><b>ELPS Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> <li>• show emerging awareness of differences between informal and formal language use</li> <li>• recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Write words and numbers (e.g., name, address, phone numbers) in meaningful discontinuous text</p> <p>Use familiar, everyday sight words</p> <p>Write for practical use (words and phrases, lists, names, addresses, phone numbers)</p> <p>Write for self-expression (e.g., family names, home country)</p> <p>Write for basic academic and vocational use (e.g., copy personal information from one form to another)</p> <p><b>Speaking and Listening</b></p>

	<p>Recognize information or needs to be conveyed or exchanged (e.g., ask for help)</p> <p>Learn and use a bank of words related to basic needs and interests (e.g., simple warnings, objects, activities of daily life)</p> <p>Understand and use memorized words and phrases in rehearsed/familiar combinations</p> <p>Understand that intonation can indicate formality</p> <p>Repeat learned phrases of appropriate formality for a small range of familiar audiences</p> <p>Apply accepted non-verbal communication (e.g., gestures such as nodding or shaking head, thumbs up or down, facial expressions)</p> <p>Observe, build and use knowledge to guide participation in daily interactions (e.g., the expected responses to the question <i>What's your name?</i>)</p> <p>Learn a few key words or phrases typical for an interaction or conversation (e.g., <i>Where are you from? Is the bus on time?</i>)</p>
<b>Linguistic Skills to Support Language Skills (Anchors 1–7)</b>	
<p><b>ELPS Anchor 8:</b></p> <p><b>An ELL can...</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p><b>ELPS Level 1 Descriptor</b></p> <p>By the end of English language proficiency level 1, an ELL can... relying heavily on context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>To determine meaning:</p> <ul style="list-style-type: none"> <li>Sound out consonants and vowels</li> <li>Use beginning and end letters in combination with context to predict the word</li> <li>Use pictures, symbols, colors, and/or shapes as cues (e.g., as on signs)</li> <li>Recognize upper- and lower-case letters of the alphabet, distinguishing between similar letters (e.g., p/q, b/d, o/c)</li> <li>Apply knowledge of the setting/situation (e.g., where restroom signs are typically posted, which signs are about danger)</li> <li>Use a picture or bilingual dictionary</li> </ul> <p><b>Speaking and Listening</b></p>



	<p>Understand one or two simple suffixes (e.g., the plural -s) to comprehend words</p> <p>Use knowledge of other languages to understand personally relevant words (e.g., <i>papa, final, tradition</i>)</p> <p>Use bilingual or picture dictionaries, both print and digital, to determine or clarify the meaning of words</p>
<p><b>ELPS Anchor 9:</b></p> <p><b>An ELL can...</b> create clear and coherent level-appropriate speech and text.</p>	<p><b>ELPS Level 1 Descriptor:</b></p> <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Write high frequency sight words and personally relevant words and phrases</p> <p>Write basic sentences to convey information or an idea</p> <p>Check the understanding of a reader to find out if meaning has been conveyed</p> <p>Reread one's own writing</p> <p>Use feedback from teacher to understand and correct writing errors</p> <p><b>Speaking and Listening</b></p> <p>Reflect on and draw from personal experience, needs, interests, and observations (e.g., registering for a class for the first time, requesting a day off)</p> <p>Recall previous experience and often-repeated exchanges to aid in communication (e.g., <i>What's your name? My name is Jean.</i>)</p> <p>Use isolated words, learned phrases, key words, or numbers</p> <p>Use diverse media to enhance communication such as picture dictionaries, translation tools, smartphones and glossaries</p> <p><b>Math</b></p> <p>Retell a story or plan an event chronologically</p> <p>List information on tables, charts, and graphs</p>
<b>ELPS Anchor 10:</b>	<b>ELPS Level 1 Descriptor:</b>

<p><b>An ELL can...</b> demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p>	<p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>• understand and respond to simple questions.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Follow models to use a few basic elements of grammar:</p> <ul style="list-style-type: none"> <li>• simple present and present progressive tense</li> <li>• singular and plural nouns with matching verbs</li> <li>• common nouns and subject pronouns (e.g., <i>home, bus, I, me, they</i>)</li> <li>• question words (interrogatives)</li> </ul> <p>Copy simple English word order patterns as modeled to create simple sentences</p> <p>Begin to use and correct basic punctuation in simple sentences and simple information, including:</p> <ul style="list-style-type: none"> <li>• periods at the end of sentences and titles (e.g., <i>Dr., Mrs., Ms., Mx.</i>), commas in dates, and question marks</li> <li>• addresses, phone numbers, and social security numbers</li> <li>• dates, money, time, and numbers</li> </ul> <p>With modeling, correct some simple grammatical errors (e.g., basic noun/pronoun agreement, negation, verb endings)</p> <p><b>Speaking and Listening</b></p> <p>Follow models to use a few basic elements of grammar:</p> <ul style="list-style-type: none"> <li>• simple present and present progressive tense</li> <li>• singular and plural nouns with matching verbs</li> <li>• common nouns and subject pronouns (e.g., <i>home, bus, I, me, they</i>)</li> <li>• a few question words (interrogatives)</li> </ul> <p>Copy simple English word order patterns as modeled to create simple sentences</p> <p>With modeling, correct some simple grammatical errors (e.g., basic noun/pronoun agreement, negation, verb endings)</p> <p><b>Math</b></p> <p>Recognize the <i>be</i> verb as a definition word (e.g., <i>1 and 5 is 6</i>)</p>
--	--

## Level 2 Single-Level Views

Note: The Anchor, Descriptor and Applications are addressed to the learner. The instructor's role is to provide opportunities for the student to meet the exit standard.

Language Skills to Engage in Content	
<b>ELPS Anchor 1:</b>  <b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.	<b>ELPS Level 2 Descriptor:</b>  By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"><li>• identify the main topic in oral presentations and simple spoken and written texts</li><li>• retell a few key details.</li></ul> <b>Applications:</b>  <b>Reading</b>  Make predictions or ask questions based on title, pictures, headings, text type, and/or knowledge of the topic or reading situation  Ask simple questions to guide reading (e.g., <i>What is the price?</i> )  Apply knowledge of simple text structures (e.g., <i>list</i> ) and their signal words (e.g., <i>first, second</i> )  Use illustrations and symbols as clues to meaning  Scan for keywords/numbers  Answer questions posed by self or others (e.g., <i>who, what, where, when, why, how</i> )  Use simple text markings (e.g., highlighting, underlining)  Retell  Reread; compare understanding with another reader  Use graphic organizers (e.g., bubble maps)  Locate key information in text in a familiar format (e.g., item on a calendar, where to sign, a familiar menu)  <b>Speaking and Listening</b>  Identify and listen for needed information

	<p>Summarize main idea and some details of an explanation or presentation</p> <p>Listen for and use learned phrases, key words, and/or numbers</p> <p>Take notes to aid comprehension and recall (e.g., use a graphic organizer, such as a bubble map to group simple ideas in ways that address the purpose)</p> <p>Listen and respond respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Determine time of an appointment</p> <p>Determine time available for an appointment</p> <p>Determine location of an appointment</p>
<p><b>ELPS Anchor 2:</b></p> <p><b>An ELL can...</b> participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> <li>• participate in short conversations and written exchanges about familiar topics and texts</li> <li>• present information and ideas</li> <li>• appropriately take turns in interactions with others</li> <li>• respond to simple questions and wh-questions.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine content for addressing writing purpose (e.g., email to a teacher about absence)</p> <p>Use a familiar, highly structured model (e.g., fill in the blank, simple sentence)</p> <p>Use diverse media to enhance communication such as picture dictionaries, digital platforms, translation tools, smartphones and glossaries</p> <p>Create a simple visual representation of ideas (e.g., make a chart of class responses, poster)</p> <p><b>Speaking and Listening</b></p> <p>Recognize information or needs to be conveyed or exchanged (e.g., ask or answer a question about personal information)</p> <p>Understand how purpose affects format of conversation: Awareness of agreed upon rules for discussion (e.g., ways to begin and end a conversation; ask for help)</p>

	<p>Use prior knowledge and observation about what is appropriate (e.g., responding to personal information questions)</p> <p>Draw on knowledge related to personal experience, interests, work, education, family, or community topics</p> <p>Learn and rehearse general vocabulary as well as key words or phrases used in target interactions (e.g., <i>Can you repeat that, please? How do you spell that?</i>)</p> <p>Role play the anticipated interaction (e.g., making a doctor's appointment)</p> <p>Consider reactions of the listener/speaker to the interaction (e.g., confusion)</p> <p>Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension (e.g., identify problem sounds and the words that have them)</p> <p>Distinguish and clearly enunciate sounds in familiar words (e.g., initial and final sounds, rhymes)</p> <p>Recognize the role of particular sounds in changing the meaning of words (e.g., the plural -s) and produce this sound</p> <p>Understand and produce the stress and intonation of familiar words (e.g., numbers, days, months), phrases, and questions (e.g., <i>Can I help? Bicycle</i>)</p> <p>Differentiate syllable stress in numbers, days, and months (e.g., <i>FEBruary</i>)</p> <p>Understand and produce question intonation</p> <p>Use a variety of reference tools (e.g., online dictionaries, apps) to listen to word pronunciation</p> <p>Use one or two strategies, including non-verbal strategies, to participate in simple conversations and communicate basic needs (e.g., gestures, asking for repetition)</p> <p>Make intentional, respectful communication choices based on an understanding of cultural or situational expectations</p> <p>Follow agreed upon rules such as turn taking</p> <p>Ask questions to clarify something that is not understood. (e.g., <i>What time? What was that?</i>)</p> <p>Recall previous experience and often-repeated exchanges to aid in comprehension and communication and as point of reference for new information (e.g., reply to <i>Hello, how are you?</i> with <i>I'm fine, and you?</i>)</p> <p>Find and share evidence (e.g., pictures, words) to support your conclusion</p> <p>Listen for and use learned phrases, key words, and/or numbers to follow</p>
--	--

	<p>communication</p> <p>Recognize and use appropriate placeholders (e.g., <i>So, I mean</i>) and hesitation techniques (e.g., <i>um, uh</i>) while searching for appropriate language</p> <p>Use strategies to check own and listener's comprehension (e.g., compare one's understanding with others)</p> <p>Use non-verbal cues (e.g., eye contact, gestures, nodding) and some basic words (e.g., <i>I don't understand</i>) to indicate level of comprehension, paying attention to the cues that the listener uses</p> <p>Use strategies to repair misunderstanding (e.g., ask for slower delivery)</p> <p>Request feedback from listener (e.g., ask <i>Do you understand?</i>)</p> <p>Use strategies to clarify spoken meaning (e.g., by repeating information, miming, pointing, or drawing)</p> <p>Manage internal and external barriers to comprehension (e.g., physical setting)</p> <p>Express, understand, and respond to simple questions and answers (e.g., <i>What time is it?</i>), and practice greetings, courtesies, warnings, instructions, and requests for basic information (e.g., <i>Be careful, Sign here</i>)</p> <p>Respectfully avoid or decline to speak</p> <p><b>Math</b></p> <p>Arrange appointment date, time, and location</p> <p>Respond to availability of appointments</p> <p>Answer simple and specific WH questions (e.g., <i>When does the bus arrive on Monday? When does the bus arrive on Sundays and holidays?</i>)</p>
<p><b>ELPS Anchor 3:</b></p> <p><b>An ELL can...</b> speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine a purpose for writing in English</p>

	<p>Determine content for addressing writing purpose</p> <p>Discuss information and ideas with others in English as skills allow</p> <p>Use simple graphic organizers (e.g., lists, T charts) with others to brainstorm ideas</p> <p>Complete sentences (e.g. cloze activity) or respond to prompts (e.g., pictures, questions)</p> <p>Read and fill in simple forms based on a model</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure)</p> <p>Use a familiar, highly structured model (e.g., fill in the blank, simple sentence)</p> <p>Look up needed vocabulary</p> <p>Write a simple paragraph with a topic sentence and concluding sentence that introduces an idea and supports it with details</p> <p>Use pictures and symbols to support text</p> <p>Use phonemic awareness and spelling conventions to correct the spelling of some untaught words</p> <p>Copy and spell personally relevant sight words and abbreviations</p> <p>Use correct capitalization (e.g., proper nouns, the pronoun <i>I</i>, the first word of a sentence, address abbreviations)</p> <p>Recognize, name, and use basic punctuation (e.g., end punctuation for sentences, commas in dates and to separate single words in a series)</p> <p>Form letters, numbers, and words legibly</p> <p>Use appropriate spacing between words in a sentence</p> <p>Correct letter formation, misspellings, and capitalization</p> <p>Correct simple punctuation, including periods at end of sentences, commas in dates, and periods and commas in money amounts</p> <p>Correct common grammatical errors (e.g., noun/pronoun disagreement, incorrect verb tenses)</p> <p>Correct word choice and word order</p> <p>Use tools such as word, picture, and bilingual dictionaries</p> <p>Use paper and pencil/pen</p>
--	---

	<p>Use basic keyboarding and word processing/editing tools (e.g., shift key, space bar, delete/backspace)</p> <p>Use simple electronic messaging such as email</p> <p>Begin to develop typing skills</p> <p><b>Speaking and Listening</b></p> <p>Reflect on and draw from experience, needs, interests, observations, and use text resources as needed to prepare for speaking</p> <p>Learn several key words or phrases used in specific situations</p> <p>Use simple graphic organizers or notes to organize ideas to communicate points on a familiar topic (e.g., a list of things to say)</p> <p>Create a simple visual representation of ideas (e.g., make a chart of class responses, poster)</p> <p>Distinguish and clearly repeat sounds in familiar words (e.g., initial and final sounds, rhymes)</p> <p>Recognize the role of particular sounds in changing the meaning of words (e.g., the plural -s) and produce this sound</p> <p>Speak at an acceptable volume and at an understandable pace</p> <p>Understand and produce the stress and intonation of familiar words (e.g., numbers, days, months), phrases, and questions (e.g., <i>Can I help? Blcycle</i>)</p> <p>Differentiate syllable stress in numbers, days, and months (e.g., <i>FEbruary</i>)</p> <p>Understand and produce question intonation</p> <p>Repeat learned phrases of appropriate formality for a small range of familiar audiences</p> <p>Use strategies to check own and listener's comprehension (e.g., compare one's understanding with others')</p> <p>Pay attention to listener's non-verbal cues (e.g., eye contact, facial expression, gestures, body language) and verbal cues (e.g., <i>I don't understand</i>)</p> <p>Request feedback from the listener (e.g., <i>Do you understand?</i>)</p> <p>Use strategies to clarify spoken meaning (e.g., repeating information, miming, pointing, drawing)</p> <p>Request feedback on accuracy and pronunciation when reading English words and simple sentences aloud (e.g., rehearsing a simple presentation)</p>
--	--



	<p><b>Math</b></p> <p>Fill in birth date, social security number, and student ID number on a form</p> <p>Determine order of events in a paragraph or process</p>
<p><b>ELPS Anchor 4:</b></p> <p><b>An ELL can...</b> construct level appropriate oral and written claims and support them with reasoning and evidence.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a claim about familiar topics, experiences, or events</li> <li>• introduce the topic, experience, or event</li> <li>• give a reason to support the claim</li> <li>• provide a concluding statement.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine content for addressing writing purpose (e.g., information relevant to claim)</p> <p>Use simple graphic organizers (e.g., lists, timeline, simple outline) to brainstorm and organize ideas</p> <p>Complete a simple paragraph based on a model (e.g., simple model paragraph followed by fill in the blank paragraph for writer to complete)</p> <p>Write a simple paragraph with a topic sentence and concluding sentence that introduces a claim and supports it with a reason</p> <p><b>Speaking and Listening</b></p> <p>Use simple graphic organizers (e.g., lists, timeline, simple outline) to organize speaking points to present and support the claim</p> <p>Use relevant learned phrases, key words, and/or numbers</p> <p>Use media to enhance communication (e.g., pictures)</p> <p><b>Math</b></p> <p>Use basic operations in word problems (e.g., <i>I have 2 onions, but I need 5 onions. How many more do I need?</i>)</p>

<p><b>ELPS Anchor 5:</b></p> <p><b>An ELL can...</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Determine the relevance of ideas/information presented in the text to the research purpose (e.g., ask <i>Do I want this product?</i>)</p> <p>Integrate written and graphic information into writing and/or presentation</p> <p>Combine information presented in different simple sources</p> <p><b>Writing</b></p> <p>Identify relevant content for addressing writing purpose</p> <p>Make notes (e.g., information to include)</p> <p>Use graphic organizers (e.g., outline, compare/contrast chart) to organize information</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure)</p> <p>Present research findings using appropriate text type (e.g., paragraph, poster board, digital presentation)</p> <p><b>Speaking and Listening</b></p> <p>Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from research and to defend spoken arguments</p> <p>Select or create simple media to represent ideas and enhance communication (e.g., poster, slide presentation)</p> <p>Become familiar with simple digital tools and media (e.g., slideshows) to present information</p>
--	---

	<p><b>Math</b></p> <p>Determine order of tasks for a short research project</p>
<p><b>ELPS Anchor 6:</b></p> <p><b>An ELL can...</b> analyze and critique the arguments of others orally and in writing.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• identify the main argument an author or speaker makes</li> <li>• identify one reason an author or a speaker gives to support the argument.(SL.3.6)</li> </ul> <p><b>Applications:</b></p>

	<p><b>Reading</b></p> <p>Locate key information in text with strong visual supports</p> <p>Ask and answer simple knowledge questions about key details in a text (e.g., What reason does the ad give to support that this is a good product)</p> <p>Recognize implied claims evident in pictures (e.g., using a product will result in a happier life)</p> <p>Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., ask <i>Do I want this product?</i>)</p> <p><b>Writing</b></p> <p>Write common sight words and personally relevant phrases and sentences</p> <p>Write a few connected sentences on a single topic</p> <p>Support an opinion with a reason or detail</p> <p>Use visuals (e.g., pictures) to enhance the text</p> <p>Recognize when writing is general and would benefit from details, examples or includes unnecessary repetition</p> <p>Check the understanding of a reader to find out if ideas and information have been conveyed</p> <p>Review word choice (e.g., appropriate vocabulary for the topic)</p> <p><b>Speaking and Listening</b></p> <p>Identify purpose in asking or answering a simple question and in making or listening to a simple statement</p> <p>Recognize and use visual cues, body language, and situational context clues to aid comprehension (e.g., if speaker or listener is angry or sad)</p> <p>Listen for learned phrases, key words, and/or numbers</p> <p>Learn and listen for short sets of domain-specific words to meet school and work purposes (e.g., sick leave, absence, appointment)</p> <p><b>Math</b></p> <p>Recognize the difference between a problem and a solution</p> <p>Understand the operation needed to solve a problem (e.g., add, subtract, divide, multiply)</p>
--	---

<p><b>ELPS Anchor 7:</b></p> <p><b>An ELL can...</b> adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> <li>• show increasing awareness of differences between informal and formal language use</li> <li>• adapt language choices to task and audience with emerging control in various social and academic contexts</li> <li>• begin to use some frequently occurring general academic and content-specific words.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Use conversational and common vocational vocabulary (e.g., <i>office</i>, <i>coffee machine</i>) and a growing store of synonyms (e.g., <i>small/little</i>)</p> <p>Express voice in and simple written thoughts</p> <p>Write for practical use (e.g., email to teacher)</p> <p>Write for self-expression (e.g., notes, photo captions)</p> <p>Write for academic and vocational use (e.g., signs, notes)</p> <p><b>Speaking and Listening</b></p> <p>Recognize information or needs to be conveyed or exchanged (e.g., ask or answer a question about personal information)</p> <p>Understand how purpose affects format of conversation: Awareness of agreed upon rules for discussion (e.g., ways to begin and end a conversation; ask for help)</p> <p>Use words and ideas from various everyday contexts of home, school, work, and community, and the associated levels of formality (e.g., <i>W'sup?</i> vs. <i>How are you?</i>)</p> <p>Learn and use banks of words related to basic needs and interests (e.g., likes, wants, activities of daily life)</p> <p>Understand and use memorized words and phrases in various combinations</p> <p>Use knowledge of other languages to understand and produce personally relevant words (e.g., <i>papa</i>, <i>final</i>, <i>tradition</i>, <i>science</i>)</p> <p>Understand and produce question intonation</p> <p>Understand that intonation can indicate formality</p> <p>Repeat learned phrases of appropriate formality for a small range of familiar</p>
---	---

	<p>audiences</p> <p>Build and use knowledge to guide participation in daily interactions (e.g., the expected responses to <i>How are you?</i>)</p> <p>Apply accepted gestures of active listening (e.g., nodding, smiling)</p>
<b>Linguistic Skills to Support Language Skills (Anchors 1-7)</b>	
<p><b>ELPS Anchor 8:</b></p> <p><b>An ELL can...</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>To determine meaning:</p> <ul style="list-style-type: none"> <li>Sound out some printed high frequency words (e.g., as identified on the Dolch list), personally relevant symbols found in home and community, and personal information (e.g., names of family members, address, phone number)</li> <li>Use beginning and end letters in combination with context to predict the word</li> <li>Use pictures, symbols, colors, and/or shapes as cues (e.g., as on signs)</li> <li>Use a picture or bilingual dictionary</li> </ul> <p><b>Speaking and Listening</b></p> <p>Use and understand a few simple suffixes (e.g., plural -s, negative contractions) to comprehend words</p> <p>Use knowledge of other languages to understand personally relevant words (e.g., <i>papa, final, tradition</i>)</p> <p>Use glossaries and bilingual or picture dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>Listen to and repeat new vocabulary encountered in varied settings to retain vocabulary and look up meaning</p> <p><b>Math</b></p>

	Use context clues in to determine operation in word problems (e.g., <i>find the difference between 7 and 21</i> )
<p><b>ELPS Anchor 9:</b></p> <p><b>An ELL can...</b> create clear and coherent level-appropriate speech and text.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>recount a short sequence of events in order</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Present information using appropriate text type (e.g., paragraph, poster board)</p> <p>Write common sight words and personally relevant phrases and sentences</p> <p>Write a few connected sentences on a single topic</p> <p>Use linking words to connect information (e.g., <i>and, but, because</i>)</p> <p>Use feedback from readers to understand and correct writing errors</p> <p>Reread one's own writing</p> <p>Check the understanding of a reader to find out if ideas and information have been conveyed</p> <p>Collaborate with peers to give and receive feedback on writing</p> <p><b>Speaking and Listening</b></p> <p>Reflect on and draw from experience, needs, interests, observations, and use resources as needed</p> <p>Organize speaking to sequence clearly (e.g., give information in order)</p> <p>Clearly state the topic and key information</p> <p>Find and share evidence to support conclusions (e.g., pictures, words)</p> <p>Use diverse media to enhance communication such as picture dictionaries, translation tools, smartphones and glossaries</p> <p><b>Math</b></p> <p>Retell a story or plan an event chronologically (e.g., a recipe)</p>

	List information on tables, charts, and graphs
<p><b>ELPS Anchor 10:</b></p> <p><b>An ELL can...</b> demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p>	<p><b>ELPS Level 2 Descriptor:</b></p> <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>• produce simple and compound sentences.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Recognize and use basic elements of grammar:</p> <ul style="list-style-type: none"> <li>• possessive adjectives</li> <li>• verbs to convey a sense of past, present, and future</li> <li>• frequently occurring adjectives, nouns and verbs, and prepositions (e.g., <i>in, behind, over</i>)</li> <li>• determiners (e.g., articles, demonstratives)</li> </ul> <p>Construct simple subject-predicate statements and questions using learned phrases and basic subjects, verbs, and objects</p> <p>Begin to use coordinating conjunctions to create compound sentences (e.g., <i>and, or, but</i>)</p> <p>Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> <li>• end punctuation for sentences</li> <li>• commas to separate single words in a series</li> </ul> <p>Correct common grammatical errors (e.g., noun/pronoun disagreement, incorrect verb tenses)</p> <p><b>Speaking and Listening</b></p> <p>Recognize and use basic elements of grammar:</p> <ul style="list-style-type: none"> <li>• possessive adjectives</li> <li>• verbs to convey a sense of past, present, and future</li> <li>• frequently occurring adjectives, nouns and verbs, and prepositions (e.g., <i>in, behind, over</i>)</li> <li>• determiners (e.g., articles, demonstratives)</li> </ul> <p>Begin to use coordinating conjunctions to create compound sentences (e.g., <i>and, or, but</i>)</p> <p>Correct common grammatical errors (e.g., noun/pronoun disagreement, incorrect</p>



	<p>verb tenses)</p> <p><b>Math</b></p> <p>Label <i>of</i> as a term for multiplication in percentages (e.g., <i>20% of 100 is 80</i>)</p> <p>Label <i>of</i> for a multiplication answer (e.g., <i>the product of 3 and 7 is 21, 21 is the product of 3 and 7</i>)</p> <p>Use commas for dates</p> <p>Use commas for numbers with 4 or more digits</p> <p>Differentiate numbers with 4 or more digits without commas as addresses</p> <p>Recognize the <i>be</i> verb as a definition word (e.g., <i>1 and 5 is 6</i>)</p> <p>Use <i>of</i> to define a fraction (e.g., <i>half of a cake</i>)</p> <p>Analyze metric conversion (e.g., kilograms to pounds)</p>
--	---

## Level 3 Single-Level Views

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Language Skills to Engage in Content	
<b>ELPS Anchor 1:</b>  <b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.	<b>ELPS Level 3 Descriptor:</b>  By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"><li>• determine a central idea or theme in oral presentations and spoken and written texts</li><li>• retell key details</li><li>• answer questions about key details</li><li>• explain how the theme is developed by specific details in texts</li><li>• summarize part of a text.</li></ul> <b>Applications:</b>  <b>Reading</b>  Identify the intended audience and general purpose of the text type  Make predictions or ask simple questions based on title, pictures, headings, captions, text type, and/or knowledge of the topic or reading situation (e.g., <i>What is the cheapest price?</i> )  Apply knowledge of simple text structures (e.g., list, sequence) and their signal words (e.g., first, second, next)  Scan for keywords/numbers  Answer questions posed by self or others (e.g., using who, what, where, when, why, how)  Check pronoun referent  Use simple text markings (e.g., highlighting, underlining, noting personal reactions/questions)  Retell/paraphrase  Use graphic organizers (e.g., T-charts, bubble maps)  Locate key information in text in a familiar format (e.g., item on a calendar, where to sign, a familiar menu)  Ask and answer simple knowledge questions about key details in a text (e.g., <i>When</i>

	<p><i>did the war start?)</i></p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information)</p> <p>Quote accurately from a text when explaining what the text says explicitly</p> <p>Explain the purpose of specific examples</p> <p><b>Speaking and Listening</b></p> <p>Identify and listen for the main idea or needed information</p> <p>Summarize main idea and some details of an explanation or presentation</p> <p>Listen for and use sequence markers (e.g., <i>first, then, next</i>) to create or follow presentations</p> <p>Take notes to aid comprehension and recall (e.g., use an outline or graphic organizer, such as a bubble map to group ideas in ways that address the purpose)</p> <p>Use and compare literal and nonliteral meanings (e.g., idioms)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from the text</p> <p>Listen and respond respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Explain a set of directions, instructions, or processes</p> <p>Break down tasks into steps</p> <p>Identify information on tables, graphs, and charts</p>
<p><b>ELPS Anchor 2:</b></p> <p><b>An ELL can...</b> participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> <li>• participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas</li> <li>• ask and answer relevant questions</li> <li>• add relevant information and evidence</li> <li>• restate some of the key ideas expressed</li> <li>• follow rules for discussion</li> <li>• ask questions to gain information or clarify understanding.</li> </ul>

	<p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Journal or freewrite to formulate ideas or explore what one has to say about a topic</p> <p>Determine content for addressing writing purpose (e.g., information required on a doctor's form)</p> <p>Make notes (e.g., sequence of points to make, evidence to include)</p> <p>Use the internet to research information and data to support ideas (e.g., search engines)</p> <p>Choose language that expresses ideas consistently</p> <p>Use digital video meeting platforms, tools, and media (e.g., Zoom, Google Meet, MS Teams, Microsoft Office, Google Docs, slideshows, Jamboard, discussion boards) to interact, get feedback, collaborate, and present (e.g., use Zoom chat feature, share screen to share work or whiteboard, annotate, comment, suggesting mode)</p> <p>Create a simple visual representation of ideas (e.g., make a chart of class responses, poster)</p> <p><b>Speaking and Listening</b></p> <p>Clarify own or group's general or specific purpose for listening and speaking (e.g., to hear about a child's performance from teachers, give information, ask for help, gather information to support a point) or evaluative purpose (e.g., to differentiate between fact and opinion)</p> <p>Consider purpose of the listener and speaker and how that relates to own purpose for listening and speaking</p> <p>Understand how academic or workplace purpose affects the format of effective conversation: Identify a variety of appropriate norms for discussion to meet the listening and speaking purpose (e.g., how to take a turn to speak, how to agree and disagree, ways to begin and end a conversation)</p> <p>Use prior knowledge about the social, cultural (e.g., personal space, eye contact), and situational contexts to aid comprehension (e.g., predict content and flow of common classroom or workplace interactions)</p> <p>Build and draw on knowledge related to work, education, family, or community topics</p> <p>Select relevant content from text and digital sources, observations, experiences, and interests to prepare for discussions; explicitly draw on that preparation and prior knowledge about the topic to explore ideas under discussion</p> <p>Listen for, learn, and rehearse short sets of domain-specific words, including some</p>
--	--

	<p>academic or workplace situations (e.g., injury report, personal time off, office hours)</p> <p>Organize, develop, and record ideas to communicate points or focus listening (e.g., a note with questions to ask, a list of things to say, information to listen for)</p> <p>Role play the anticipated interaction (e.g., making a doctor's appointment)</p> <p>Consider reactions of the listener/speaker to the interaction (e.g., confusion)</p> <p>Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension (e.g., identify problem sounds and the words that have them)</p> <p>Distinguish between minimal pairs, especially in commonly confused words used in daily life (e.g., <i>live/leave</i>; <i>vote/boat</i>)</p> <p>Recognize the role of particular sounds (e.g., the plural -s) in changing the meaning of words and produce this sound</p> <p>Identify familiar word parts to infer new meanings in unfamiliar words (e.g., <i>owner/ownership</i>)</p> <p>Recognize and produce academic and career words learned in text when they are used in speech or media</p> <p>Recognize and produce the stress of standard English words that are similar (e.g., <i>THIRty</i> and <i>thirTEEN</i>)</p> <p>Differentiate syllable stress in numbers, days, and months (e.g., <i>FEBruary</i>)</p> <p>Recognize syllables and be able to separate words into syllables to aid comprehension</p> <p>Use a variety of reference tools (e.g., dictionaries, apps, glossaries) to determine correct stress</p> <p>Understand that stress, intonation, and word choice express ideas and feelings and can indicate formality</p> <p>Use a range of strategies to actively participate in conversation (e.g., initiating conversation, turn taking, responding to conversation openers and closers)</p> <p>Make intentional, respectful communication choices based on an understanding of cultural or situational expectations</p> <p>Follow norms for collegial discussions and decision-making</p> <p>Ask questions to understand the speaker's motives or to clarify something that is not understood (e.g., <i>Could you explain? Why?</i>)</p> <p>Identify the evidence that the speaker is using to support the argument or claim</p>
--	---

	<p>Organize speaking points to emphasize the purpose (e.g., to inform)</p> <p>Listen for and identify the main idea or needed information</p> <p>Listen for and use sequence markers (e.g., <i>first, then, next</i>) to organize and follow communication</p> <p>Take notes to aid comprehension and recall</p> <p>Use strategies to check comprehension (e.g., repeat what was heard to see if it makes sense) and pause at appropriate points to check understanding and assess whether listener's purpose is being met (e.g., whether they're still interested)</p> <p>Use a variety of non-verbal (e.g., eye contact) and verbal cues (e.g., <i>I'm sorry. Could you repeat that?</i>) to indicate comprehension or comprehension breakdowns and use strategies to repair (e.g., take notes for later clarification)</p> <p>Use strategies to clarify meaning (e.g., provide a visual or example, rephrase, restate)</p> <p>Request feedback from listener (e.g., ask <i>What do you think? What questions do you have?</i>)</p> <p>Adjust vocabulary, pace, volume, eye contact, register or body language based on listener needs</p> <p>Manage internal and external barriers to comprehension (e.g., physical setting)</p> <p>Listen for and state simple opinions, feelings, likes/dislikes, agreement/disagreement (e.g., <i>I like/don't like, I think/don't think</i>)</p> <p>Respectfully avoid or decline to speak</p> <p><b>Math</b></p> <p>Ask and answer WH questions with some detail</p> <p>Ask and answer questions using quantitative data</p>
<p><b>ELPS Anchor 3:</b></p> <p><b>An ELL can...</b> speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• deliver short oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with a few details</li> </ul> <p>about familiar texts, topics, or events.</p> <p><b>Applications:</b></p>

	<p><b>Writing</b></p> <p>Determine a writing purpose—what the writer wants the reader(s) to know or do</p> <p>Identify potential reader(s) and their purposes</p> <p>Determine content for addressing writing purpose</p> <p>Discuss information and ideas with others to prepare for writing</p> <p>Use graphic organizers (e.g., timeline, mind map, list) with others to brainstorm and organize ideas</p> <p>Freewrite, use a dialogue journal, or respond to prompts (e.g., questions, quotes) to formulate ideas</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length)</p> <p>Use models of common text types (e.g., paragraph, email, application form)</p> <p>Use WH questions to generate ideas</p> <p>Write a paragraph with a topic sentence and concluding sentence that introduces and supports an idea with reasons, facts, and details</p> <p>Use linking words to sequence ideas or combine sentences (e.g., <i>first, then, another, also, and, but, because</i>)</p> <p>Use visuals (e.g., pictures, graphics, charts) to enhance the text or presentation</p> <p>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing and editing words</p> <p>Write abbreviations common to familiar documents (e.g., calendars, classified ads, maps)</p> <p>Practice spelling of problematic words</p> <p>Capitalize the first words of sentences and proper nouns (e.g., names of places)</p> <p>Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> <li>• commas to separate items in a series and to separate phrases within a simple sentence (e.g., initial phrase <i>After that</i>)</li> <li>• an apostrophe to form contractions and frequently occurring possessives</li> </ul> <p>Use appropriate paragraph indentation and word spacing</p> <p>Correct letter formation, misspellings, and capitalization</p>
--	--

	<p>Correct punctuation to end sentences</p> <p>Correct common grammatical errors (e.g., incorrect irregular verbs, subject-verb disagreement)</p> <p>Correct word choice and word order</p> <p>Use tools such as word lists and simple dictionaries</p> <p>Use basic keyboarding and word processing/editing tools (e.g., punctuation keys, cut and paste)</p> <p>Use simple electronic messaging such as email</p> <p>Develop typing skills</p> <p><b>Speaking and Listening</b></p> <p>Reflect on and draw from experience, needs, interests, observations, and use text resources as needed to prepare for speaking</p> <p>Predict/learn/rehearse key vocabulary and phrases used in specific situations</p> <p>Use graphic organizers or notes to organize and develop ideas to communicate points on a familiar topic (e.g., a list of things to say)</p> <p>Create a simple visual representation of ideas (e.g., make a chart of class responses, poster, image-based PowerPoint)</p> <p>Use freewriting, journaling, listing, or brainstorming to clarify thoughts</p> <p>Distinguish between minimal pairs, especially in commonly confused words used in daily life (e.g., <i>live/leave</i>; <i>vote/boat</i>), and correctly pronounce the minimal pairs</p> <p>Recognize and produce words and sounds when they are modified by adjacent sounds (e.g., <i>walked</i> vs. <i>played</i>, <i>walks</i> vs. <i>plays</i>) in familiar and unfamiliar words</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the pronunciation of words and phrases</p> <p>Speak at an acceptable volume and understandable pace</p> <p>Recognize and produce the stress and intonation of common standard English words that are similar (e.g., <i>THIRty</i> and <i>thirTEEN</i>)</p> <p>Recognize syllables and how words are separated into syllables</p> <p>Use a variety of reference tools (e.g., dictionaries, glossaries) to determine correct stress</p> <p>Recognize and reproduce rising and falling intonation patterns (e.g., the intonation</p>
--	--



	<p>for yes/no and WH questions)</p> <p>Select from phrases of appropriate formality for a range of familiar audiences</p> <p>Begin to express ideas and feelings using intonation</p> <p>Use strategies to check own and listener's comprehension (e.g., repeat what was heard to see if it makes sense)</p> <p>Use strategies to repair misunderstanding (e.g., ask speaker to provide visual or other supports)</p> <p>Pay attention to listener's non-verbal and verbal cues (e.g., eye contact, facial expression, gestures, body language, <i>I don't understand</i>)</p> <p>Request feedback from the listener (e.g., ask <i>Do you understand?</i>)</p> <p>Use strategies to clarify spoken meaning (e.g., repeating information, miming, pointing, drawing)</p> <p>Request feedback on accuracy and pronunciation when reading English words and simple sentences aloud (e.g., rehearsing a simple presentation)</p> <p><b>Math</b></p> <p>Determine order of events within and between paragraphs</p> <p>Use ordinal numbers and transitional phrases within and between paragraphs (e.g., <i>first, overall, in sum</i>)</p>
<p><b>ELPS Anchor 4:</b></p> <p><b>An ELL can...</b> construct level appropriate oral and written claims and support them with reasoning and evidence.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a claim about familiar topics</li> <li>• introduce the topic</li> <li>• provide sufficient reasons or facts to support the claim</li> <li>• provide a concluding statement.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Identify a topic to explore in writing</p> <p>Conduct simple research projects to build knowledge</p> <p>Take notes on simply presented information to build knowledge and vocabulary</p>

	<p>Determine content for addressing writing purpose (e.g., identify evidence to support claim of banning plastic bags)</p> <p>Use graphic organizers (e.g., flow chart, timeline, outline, mind map) to brainstorm and organize ideas</p> <p>Make reminder notes of key points or information</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure and length)</p> <p>Use a model of a simple paragraph to understand how to write own paragraph</p> <p>Write a paragraph with a topic sentence and concluding sentence that introduces and supports a claim with reasons, facts, and details</p> <p>Use linking words to sequence ideas or combine sentences (e.g., <i>first, then, another, also, and, but, because</i>)</p> <p><b>Speaking and Listening</b></p> <p>Make connections between new information and prior experience to aid in comprehension and communication</p> <p>Use graphic organizers (e.g., flow chart, outline, compare/contrast chart) to organize speaking points to present and support the claim</p> <p>Use sequence markers (e.g., <i>first, then, next</i>) to communicate cohesively</p> <p>Use media to enhance communication (e.g., video, presentation slides)</p>
<p><b>ELPS Anchor 5:</b></p> <p><b>An ELL can...</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Determine the relevance of ideas/information presented in the text to the research purpose (e.g., Is this the information I need to answer the research question?)</p> <p>Integrate written and graphic information into writing and/or presentation</p>

	<p>Combine information presented in different simple sources</p> <p><b>Writing</b></p> <p>Identify relevant content for addressing writing purpose</p> <p>Make notes (e.g., information to include)</p> <p>Use graphic organizers (e.g., flow chart, outline, compare/contrast chart) to organize information</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length)</p> <p>Present research findings using appropriate text type (e.g., summary and opinion, poster board, digital presentation)</p> <p><b>Speaking and Listening</b></p> <p>Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from research and to defend spoken arguments</p> <p>Select or create media to represent ideas and enhance communication (e.g., chart, poster, slides presentation)</p> <p>Become familiar with digital tools and media (e.g., Google Docs, slideshows) to present information</p> <p>Create and upload audio and video files</p> <p><b>Math</b></p> <p>Determine order of tasks for a short research project</p> <p>Describe patterns on tables, charts, and graphs</p> <p>Interpret data on tables, charts, and graphs</p>
<p><b>ELPS Anchor 6:</b></p> <p><b>An ELL can...</b> analyze and critique the arguments of others orally and in writing.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• explain the reasons an author or a speaker gives to support a claim</li> <li>• identify one or two reasons an author or a speaker gives to support the main point.</li> </ul> <p><b>Applications:</b></p>

	<p><b>Reading</b></p> <p>Identify and draw conclusions about stated information and implied messages in a simple functional or persuasive text.</p> <p>Recognize simple persuasive techniques (e.g., implied claims in pictures, celebrity statements in ads)</p> <p>Ask and answer simple knowledge questions about key details in a text (e.g., <i>When did the war start?</i>)</p> <p>Determine the relevance of the ideas/information presented in the text to the reading purpose</p> <p>Agree or disagree with an idea or theme and explain reasoning</p> <p><b>Writing</b></p> <p>Present analysis using appropriate text type (e.g., paragraph, summary and opinion, poster board, digital presentation)</p> <p>Organize ideas and evidence in a logical order.</p> <p>Write a short, simple paragraph focused on a single topic that includes a topic sentence, one or two reasons, details or examples, and a concluding sentence</p> <p>Develop a topic or support an opinion with one or two reasons or details</p> <p>Use linking words to sequence ideas or combine sentences (e.g., <i>first, then, another, also, and, but, because</i>)</p> <p>Provide a concluding statement</p> <p>Use visuals (e.g., pictures, graphics, charts) to enhance the text</p> <p>Recognize when writing is general and would benefit from details, evidence or examples or includes unnecessary detail or repetition</p> <p>Check the understanding of a reader to find out if meaning has been conveyed</p> <p>Review word choice (e.g., appropriate vocabulary for the topic, synonyms)</p> <p>Check that paragraphs have clear topic sentences and a conclusion</p> <p><b>Speaking and Listening</b></p> <p>Identify and listen for the main idea or needed information</p> <p>Identify the evidence the speaker is using to support their ideas and accomplish their purpose</p> <p>Listen for rhetorical structures (e.g., compare/contrast, process) and transition</p>
--	--

	<p>words/phrases (e.g., <i>both</i>, <i>while</i>, <i>on the other hand</i>, <i>first</i>, <i>then</i>, <i>next</i>) to follow presentations</p> <p>Take notes to aid comprehension and recall (e.g., use an outline or graphic organizer, such as compare and contrast, to group ideas in ways that address the purpose)</p> <p>Find and share evidence in level-appropriate text to support your spoken conclusions</p> <p>Use a graphic organizer to figure out if the information needed has been received (e.g., main idea and details chart)</p> <p>Listen and respond respectfully to diverse perspectives</p>
<p><b>ELPS Anchor 7:</b></p> <p><b>An ELL can...</b> adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts</li> <li>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts</li> <li>• show developing control of style and tone in spoken and written texts.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Use conversational and common vocational and academic vocabulary (e.g., <i>office</i>, <i>plant</i>, <i>floor</i>) and a growing store of synonyms (e.g., <i>small/tiny</i>)</p> <p>Begin to copy style and tone of others in one's writing</p> <p>Write for practical use (e.g., email to teacher)</p> <p>Write for self-expression (e.g., journal)</p> <p>Write for academic and vocational use (e.g., class notes, schedule change request, job application)</p> <p><b>Speaking and Listening</b></p> <p>Clarify own purpose for speaking (e.g., inform, request, complain, agree) in a specific situation (e.g., to follow directions, learn about a certain topic, find a location, make friends with a coworker, discuss a task) or an evaluative situation (e.g., determine goal of task)</p> <p>Understand how purpose affects the format of conversation, identifying rules for discussion (e.g., how to take a turn to speak, how to agree and disagree, ways to</p>

	<p>begin and end a conversation)</p> <p>Use prior knowledge about the social, cultural, and situational context to aid comprehension (e.g., predict general organization or flow of common social interaction)</p> <p>Draw on prior knowledge related to personal experience, interests, and observations</p> <p>Use words and ideas from various everyday contexts of home, school, work, and community with the associated levels of formality (e.g., <i>W'sup?</i> vs. <i>How are you?</i>)</p> <p>Understand and use growing vocabulary of descriptive words, phrasal verbs, and collocations (e.g., get ready, sit down, make a mistake) in a variety of contexts, including career and academic contexts</p> <p>Understand and use placeholders (e.g., <i>um</i>, <i>uh-huh</i>, <i>let's see</i>)</p> <p>Identify literal and nonliteral uses of words</p> <p>Consult reference materials, both print and digital, to determine or clarify the meaning, pronunciation and use of words and phrases</p> <p>Understand that intonation can indicate formality</p> <p>Select from phrases of appropriate formality for a range of familiar audiences</p> <p>Build and use knowledge to guide participation in daily interactions (e.g., understanding common topics for making small talk)</p> <p>Recognize basic formal and informal social courtesies (e.g., <i>Excuse me</i> for interrupting, <i>Bless you</i> for sneezing)</p>
<b>Linguistic Skills to Support Language Skills (Anchors 1–7)</b>	
<p><b>ELPS Anchor 8:</b></p> <p><b>An ELL can...</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can... using context, questioning, and a developing knowledge of English and their native language(s)' morphology</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p>

	<p>To determine the meaning:</p> <ul style="list-style-type: none"> <li>• Sound out many high frequency words (e.g., as identified on the Dolch list)</li> <li>• Use beginning and end letters of long words in combination with context to predict the word</li> <li>• Compare English to first language (e.g., cognates, loan words)</li> <li>• Use text aids (e.g., illustrations, glossary)</li> <li>• Use a beginner's, picture, or bilingual dictionary</li> </ul> <p><b>Speaking and Listening</b></p> <p>Use understanding of simple prefixes and suffixes (e.g., <i>un-</i>, <i>-ing</i>, <i>-ed</i>, <i>re-</i>) to comprehend and form words</p> <p>Use knowledge of cognates and/or loan words to understand personally relevant words (e.g., <i>mama</i>, <i>education</i>, <i>intelligent</i>)</p> <p>Identify common homonyms in context (e.g., <i>right/write</i>)</p> <p>Use context as a clue to the meaning of a word or phrase</p> <p>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>Listen to and repeat new vocabulary and phrases encountered in varied settings to retain vocabulary and look up meaning</p> <p><b>Math</b></p> <p>Use context clues in to determine operation in word problems (e.g., <i>find the difference between 7 and 21</i>)</p>
<p><b>ELPS Anchor 9:</b></p> <p><b>An ELL can...</b> create clear and coherent level-appropriate speech and text.</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional words and phrases to connect events, ideas, and opinions</li> <li>• provide a conclusion.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Present information using appropriate text type (e.g., paragraph, poster board, digital presentation)</p> <p>Write a short, simple paragraph focused on a single topic that includes a topic</p>

	<p>sentence, one or two reasons, details or examples, and a concluding sentence</p> <p>Develop a topic or support an opinion with one or two reasons or details</p> <p>Use linking words to sequence ideas or combine sentences (e.g., <i>first, then, another, also, and, but, because</i>)</p> <p>Reread own writing to see if meaning is conveyed as intended</p> <p>Collaborate with others to revise, using models and checklists</p> <p>Recognize when writing is general and would benefit from details, evidence, or examples</p> <p>Read text aloud to hear how text sounds in order to correct grammar, complete thoughts, and solicit feedback from others</p> <p><b>Speaking and Listening</b></p> <p>Organize, develop, and record ideas to communicate points on a familiar topic (e.g., a note with a list of things to say)</p> <p>Use freewriting, journaling, listing, or brainstorming to clarify thoughts</p> <p>Organize speaking points to emphasize the purpose and sequence clearly (e.g., with a beginning, middle, and end)</p> <p>Clearly state the main idea and key information</p> <p>Use sequence markers (e.g., <i>first, then, next</i>) to communicate cohesively</p> <p>Find and share evidence in level-appropriate text to support spoken conclusions</p> <p>Speak respectfully with diverse perspectives in mind</p> <p>Use diverse media to enhance communication (e.g., picture dictionaries, glossaries, translation tools, video, PowerPoint)</p> <p><b>Math</b></p> <p>Plan an event or project chronologically or hierarchically</p> <p>Conduct surveys and organize data</p> <p>Create tables, charts, and graphs</p> <p>Describe information on tables, charts, and graphs</p>
<p><b>ELPS Anchor 10:</b></p> <p><b>An ELL can...</b> demonstrate command</p>	<p><b>ELPS Level 3 Descriptor:</b></p> <p>By the end of English language proficiency level 3, an ELL can... with support,</p>



<p>of the conventions of standard English to communicate in level-appropriate speech and writing.</p>	<ul style="list-style-type: none"> <li>• use simple phrases</li> <li>• use simple clauses</li> <li>• produce and expand simple, compound, and a few complex sentences.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Recognize and use basic grammar to construct short paragraphs of simple and compound sentences:</p> <ul style="list-style-type: none"> <li>• progressive and perfect verb tenses</li> <li>• negation, adjectives, prepositions (e.g., <i>during, beyond, toward</i>), possessives, common irregular past tense verbs</li> <li>• regular and irregular plural nouns</li> <li>• reflexive pronouns (e.g., <i>myself, ourselves</i>)</li> <li>• subject-verb and pronoun-antecedent agreement</li> <li>• comparative and superlative adjectives and adverbs</li> </ul> <p>Use transition words to create complex sentences (e.g. <i>while, after, because</i>)</p> <p>Construct and connect simple and compound sentences using a variety of coordinating conjunctions (e.g., <i>for, and, nor, but, or, yet, so</i>)</p> <p>Recognize, name, and use basic punctuation, including:</p> <ul style="list-style-type: none"> <li>• commas to separate items in a series and to separate phrases within a simple sentence</li> <li>• an apostrophe to form contractions and frequently occurring possessives</li> </ul> <p>Correct common grammatical errors (e.g., incorrect irregular verbs, subject-verb disagreement)</p> <p><b>Speaking and Listening</b></p> <p>Recognize and use basic grammar to construct short paragraphs of simple and compound sentences:</p> <ul style="list-style-type: none"> <li>• progressive and perfect verb tenses</li> <li>• negation, adjectives, prepositions (e.g., <i>during, beyond, toward</i>), possessives, common irregular past tense verbs</li> <li>• regular and irregular plural nouns</li> <li>• reflexive pronouns (e.g., <i>myself, ourselves</i>)</li> <li>• subject-verb and pronoun-antecedent agreement</li> <li>• comparative and superlative adjectives and adverbs</li> </ul> <p>Use transition words to create complex sentences (e.g. <i>while, after, because</i>)</p> <p>Correct common grammatical errors (e.g., incorrect irregular verbs, subject-verb disagreement)</p>
---	--

	<p><b>Math</b></p> <p>Label <i>of</i> as a term for multiplication in percentages (e.g., <i>20% of 100 is 80</i>)</p> <p>Use <i>of</i> as a multiplication answer (e.g., <i>the product of 3 and 7 is 21</i>)</p> <p>Use <i>of</i> to define a fraction (e.g., <i>half of a cake</i>)</p> <p>Recognize <i>if/then</i> conditionals in algebraic problems (e.g., <i>If <math>x = 5</math>, then <math>5x=25</math></i>)</p> <p>Recognize and use the <i>be</i> verb as a definition word (e.g., <i>1 and 5 is 6</i>)</p>
--	---

## Level 4 Single-Level Views

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Language Skills to Engage in Content	
<b>ELPS Anchor 1:</b>  <b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.	<b>ELPS Level 4 Descriptor:</b>  By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"><li>• determine a central idea or theme in oral presentations and spoken and written texts</li><li>• analyze the development of the themes/ideas</li><li>• cite specific details and evidence from texts to support the analysis</li><li>• summarize a text.</li></ul> <b>Applications:</b>  <b>Reading</b>  Identify the intended audience and general purpose of the text type  Make predictions or ask questions based on title, pictures, headings, captions, text type, and/or knowledge of the topic or reading situation (e.g., <i>What is the best value for the price?</i> )  Apply knowledge of simple text structures and features (e.g., titles, headings, illustrations, bold print, bullets, list, sequence, description) and their signal words (e.g., <i>first, second, another</i> )  Scan for keywords/numbers  Answer WH questions posed by self or others  Check pronoun referents  Use simple text markings (e.g., highlighting, underlining, noting personal reactions/questions)  Retell, paraphrase, and summarize  Use graphic organizers (e.g., Venn diagrams, T-Charts, bubble maps)  Identify the topic, stated main idea, and key details  Ask and answer WH questions to demonstrate understanding of key details in a text (e.g., <i>Why did the war begin?</i> )

	<p>Draw conclusions about specific details (e.g., stated cause and effect)</p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information, as in a classified ad, explaining how author uses fact and opinion)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Explain the purpose of specific examples of an author's use of imagery</p> <p><b>Speaking and Listening</b></p> <p>Summarize main idea, supporting claims, ideas, and details of an explanation or presentation</p> <p>Identify the evidence the speaker is using to support their ideas and accomplish their purpose</p> <p>Listen for and use organizational markers (e.g., chronological order) and transition words/phrases (e.g., <i>in addition</i>, <i>however</i>) to create or follow coherence of presentations</p> <p>Take notes to aid comprehension and recall (e.g., use an outline or graphic organizer, such as a bubble map to group ideas in ways that address the purpose)</p> <p>Use and compare literal and nonliteral meanings (e.g., idioms)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from the text and to defend spoken arguments</p> <p>Listen and respond respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Explain a set of directions, instructions, or processes</p> <p>Break down tasks into steps</p> <p>Compare parts of a text to a whole (e.g., thesis to topic sentences; introduction to conclusion; compare theme to topic to main idea to details)</p> <p>Compare a set of numbers (e.g., 4:2:1)</p> <p>Interpret data on tables, graphs, and charts</p>
<p><b>ELPS Anchor 2:</b></p> <p><b>An ELL can...</b></p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• participate in conversations, discussions, and written exchanges about a</li> </ul>

<p>participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</p>	<p>range of topics, texts, and issues</p> <ul style="list-style-type: none"> <li>• build on the ideas of others</li> <li>• express his or her own ideas</li> <li>• clearly support points with specific and relevant evidence</li> <li>• ask and answer questions to clarify ideas and conclusions</li> <li>• summarize the key points expressed.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Journal or freewrite to formulate ideas or explore what one has to say about a topic</p> <p>Make notes (e.g., claim to support, sequence of points to make, evidence to include)</p> <p>Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites)</p> <p>Choose language that expresses ideas consistently</p> <p>Use digital video meeting platforms, tools, and media (e.g., Zoom, Google Meet, MS Teams, Microsoft Office, Google Docs, slideshows, Jamboard, discussion boards) to interact, get feedback, collaborate, and present (e.g., use Zoom chat feature, share screen to share work or whiteboard, annotate, comment, use suggesting mode)</p> <p>Use visuals (e.g., illustrations, graphics, charts) to enhance the text</p> <p><b>Speaking and Listening</b></p> <p>Clarify own or group's general or specific purpose for listening and speaking (e.g., to understand the main points of an argument, gather information for a group project, share and request information, complain, agree) or evaluative purpose (e.g., to differentiate between fact and opinion)</p> <p>Consider purpose of the listener and speaker and how that relates to own purpose for listening and speaking (e.g., the speaker wants to persuade while the listener wants to evaluate)</p> <p>Understand how academic or workplace purpose affects the format of effective conversation, identifying a variety of appropriate norms for discussion to meet the listening and speaking purpose (e.g., how to take a turn to speak, how to agree and disagree, ways to begin and end a conversation)</p> <p>Reflect on and use prior knowledge about the social, cultural, and situational contexts including appropriate level of formality to aid comprehension (e.g., predict content and flow of common classroom or workplace interactions)</p> <p>Build and draw on knowledge related to work, education, family, or community</p>
--	---

	<p>topics</p> <p>Select relevant content from text and digital sources, observations, experiences, and interests to prepare for discussions; explicitly draw on that preparation and prior knowledge about the topic to explore ideas under discussion</p> <p>Predict/learn general vocabulary as well as some specialized terms common in specific situations, including some academic or workplace situations (e.g., introductions for group presentation)</p> <p>Organize, develop, and record ideas to communicate points or focus listening (e.g., a note with questions to ask, a list of things to say, information to listen for)</p> <p>Role play anticipated interactions</p> <p>Consider reactions of the listener/speaker to the interaction (e.g., surprise, doubt)</p> <p>Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension (e.g., identify problem sounds and the words that have them)</p> <p>Recognize that variations in pronunciation exist (e.g., regional dialects, nonstandard varieties of English, non-native pronunciation)</p> <p>Identify familiar word parts to infer new meanings in unfamiliar words (e.g., <i>parent/parental</i>)</p> <p>Recognize and produce academic and career words learned in text when they are used in speech or media</p> <p>Recognize shift in meanings when hearing different emphases in sentence stress (e.g., <i>SHE is the leader</i> vs. <i>She is the LEADER</i>)</p> <p>Emphasize information and create varied meaning by shifting stress in a sentence (e.g., <i>SHE is the leader</i> vs. <i>She is the LEADER</i>)</p> <p>Recognize meaning changes depending upon shift in word stress (e.g., <i>White House</i> vs. <i>white house</i> or <i>blackbird</i> vs. <i>black bird</i>)</p> <p>Stress the appropriate syllable in multisyllabic words (e.g., pathology, literature)</p> <p>Use a variety of reference tools (e.g., dictionaries, apps, glossaries) to determine correct stress</p> <p>Understand that stress, intonation, and word choice express ideas and feelings and can indicate formality; differentiate between contexts that call for formal English and situations where informal discourse is appropriate</p> <p>Use a range of strategies to actively participate in conversation (e.g., interrupting appropriately, attracting attention to get a turn to speak)</p>
--	---

	<p>Make intentional, respectful communication choices based on an understanding of cultural or situational expectations</p> <p>Follow norms for collegial discussions and decision-making</p> <p>Ask questions to understand the speaker's motives or to clarify something that is not understood (e.g., <i>Could you explain? Why?</i>)</p> <p>Identify the evidence that the speaker is using to support the argument or claim</p> <p>Organize speaking points to emphasize the purpose (e.g., to inform, persuade, entertain)</p> <p>Summarize main idea, and some supporting claims, ideas, and details of an explanation</p> <p>Listen for and use organizational markers (e.g., <i>before/now, here/there, at the beginning</i>) and transition words/phrases (e.g., <i>in addition, instead</i>) to organize and follow communication</p> <p>Take notes to aid comprehension and recall</p> <p>Use strategies to check comprehension (e.g., paraphrase what was said), and pause at appropriate points to check understanding and assess whether listener's purpose is being met (e.g., whether they're still interested)</p> <p>Use a variety of non-verbal (e.g., eye contact) and verbal cues (e.g., <i>I'm sorry. Could you give me an example of that?</i>) to indicate comprehension or comprehension breakdowns and use strategies to repair (e.g., identify problematic sounds or words, compare sources of information, take notes for later clarification)</p> <p>Use strategies to clarify meaning (e.g., rephrase, restate, use circumlocution, provide an example)</p> <p>Request feedback from listener (e.g., ask <i>What do you think? What questions do you have?</i>)</p> <p>Adjust vocabulary, pace, volume, eye contact, register and/or body language based on listener needs</p> <p>Manage internal and external barriers to comprehension (e.g., physical setting)</p> <p>State a position (e.g., <i>It's a good job</i>), question the position (e.g., <i>Why is it a good job?</i>), and offer support (e.g., <i>It's a good job because...</i>)</p> <p>Respectfully avoid or decline to speak</p> <p><b>Math</b></p> <p>Ask and answer WH questions with some detail</p>
--	---

	Ask and answer questions using quantitative data
<p><b>ELPS Anchor 3:</b></p> <p><b>An ELL can...</b> speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• develop the topic with some relevant details, concepts, examples, and information</li> <li>• integrate graphics or multimedia when useful</li> </ul> <p>about a variety of texts, topics, or events.</p> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Determine general purposes (e.g., to inform, request) and specific purposes (e.g., fill out job application) for writing</p> <p>Consider how purpose and audience will affect the content of the text</p> <p>Determine relevant content for addressing writing purpose</p> <p>Discuss information and ideas gleaned from experience, reading, or listening to generate ideas for writing</p> <p>Use graphic organizers (e.g., flow chart, Venn diagram, compare/contrast chart) to brainstorm and organize ideas</p> <p>Journal or free write to formulate ideas or explore what one has to say about a topic</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, formality)</p> <p>Use models of varied text types (e.g., slides presentations, written reports)</p> <p>Make reminder notes of key points or information</p> <p>Use graphic organizers to organize the sequence of ideas (e.g., an outline, timeline)</p> <p>Identify a question to explore in writing</p> <p>Write a paragraph focused on a single topic that includes a topic sentence, reasons, details or examples, and a concluding sentence</p> <p>Introduce a topic, state an opinion, and group related information in paragraphs</p>



	<p>and sections</p> <p>Support major ideas and arguments with evidence (e.g., provide supporting details, relevant facts, or other evidence, information and examples related to the topic)</p> <p>Use linking words and phrases (e.g., <i>before/now</i>, <i>here/there</i>, <i>first/second</i>) to connect ideas, events, or images</p> <p>Provide a concluding statement or section related to the opinion presented</p> <p>Use visuals (e.g., illustrations, graphics, charts, white space) to enhance the text or presentation</p> <p>Practice with models to prepare for high-stakes purposes (e.g., exams, cover letter, resume)</p> <p>Participate in simple research projects to build knowledge</p> <p>Generalize learned spelling patterns when writing words (e.g., <i>boy</i> → <i>boil</i>) and spell a variety of high-frequency single and multi-syllabic words (e.g., words on signs or forms)</p> <p>Spell most common abbreviations</p> <p>Practice spelling of problematic words</p> <p>Capitalize the first words of sentences, proper nouns and titles</p> <p>Recognize, name, and use punctuation, including commas to link independent clauses and as needed in complex sentences</p> <p>Correct misspellings, typos, and capitalization</p> <p>Correct simple punctuation of lists</p> <p>Correct common grammatical errors (e.g., incorrect verb tenses, subject-verb disagreement, incorrect use of plurals, missing articles)</p> <p>Identify and repair sentence fragments</p> <p>Use tools such as word lists, dictionaries, or simple editing checklists</p> <p>Use a selection of word processing/editing tools (e.g., spellcheck, save, copy)</p> <p>Adapt writing strategies to accommodate a variety of tech mediums (e.g., PowerPoint, email, Google Docs)</p> <p><b>Speaking and Listening</b></p> <p>Reflect on and draw from experiences, interests, observations, and text resources</p>
--	---

	<p>for predicting and addressing speaking purpose</p> <p>Predict/learn key vocabulary and phrases used in specific situations</p> <p>Use graphic organizers or notes to organize and develop ideas and focus communication (e.g., a list of things to say)</p> <p>Create visual representation of ideas (e.g., a slides presentation or poster)</p> <p>Use discussion, freewriting, journaling, listing, or brainstorming to clarify thoughts</p> <p>Consider reactions of the listener to the interaction (e.g., surprise, confusion)</p> <p>Identify and produce English sounds one has difficulty distinguishing (e.g., r/l, v/w)</p> <p>Recognize that variations in pronunciation exist (e.g., regional dialects, nonstandard varieties of English, non-native pronunciation)</p> <p>Recognize and produce transition words/phrases to signal contrast, addition, and other logical relationships (e.g., <i>first</i>, <i>next</i>, <i>because</i>)</p> <p>Recognize and produce academic and career words learned in text when they are used in speech or media</p> <p>Correct own mispronunciation following models</p> <p>Speak clearly at an acceptable volume and understandable pace</p> <p>Understand and produce standard English intonation patterns and pauses in statements, questions, imperatives, and exclamations</p> <p>Recognize syllables and be able to separate words into syllables to aid comprehension</p> <p>Repeat multisyllabic words with stress on the correct syllable (e.g., <i>easily</i>, <i>family</i>)</p> <p>Use a variety of reference tools (e.g., dictionaries, glossaries) to determine correct stress</p> <p>Recognize and select the appropriate words that carry the stress within a sentence</p> <p>Understand that intonation can indicate formality; speak with appropriate formality in a range of familiar settings</p> <p>Use stress and intonation to express ideas and feelings</p> <p>Use strategies to check comprehension (e.g., paraphrase what was heard); pay attention to listener's responses and reactions to check comprehension</p>
--	---

	<p>Recognize when there has been misunderstanding and use strategies to repair it (e.g., rephrase or explain)</p> <p>Request feedback from the listener using targeted questions (e.g., <i>You know? Do you see?</i>)</p> <p>Manage internal and external barriers to comprehension (e.g., difficulty hearing, distractions)</p> <p><b>Math</b></p> <p>Plan order of information for presentations</p>
<p><b>ELPS Anchor 4:</b></p> <p><b>An ELL can...</b> construct level appropriate oral and written claims and support them with reasoning and evidence.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a claim about a variety of topics</li> <li>• introduce the topic</li> <li>• provide logically ordered reasons or facts that effectively support the claim</li> <li>• provide a concluding statement.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Identify a topic to explore in writing</p> <p>Conduct simple research projects to build knowledge</p> <p>Read and summarize information from print, audio and digital sources to build knowledge and vocabulary</p> <p>Determine relevant content for addressing writing purpose (e.g., relevant reasons or facts to support the claim)</p> <p>Use a variety of graphic organizers (e.g., flow chart, Venn diagram, outline, compare/contrast chart) to brainstorm, organize, see the relationship among ideas, and clarify the focus</p> <p>Make reminder notes of key points or information</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, formality)</p> <p>Practice with models to prepare for high-stakes purposes (e.g., timed writing test)</p> <p>Write a short essay with an introduction, body, and conclusion, that introduces a topic and states a claim</p>

	<p>Focus essay body paragraph on a single subtopic that includes a topic sentence, reasons, details or examples, and a concluding sentence</p> <p>Develop the topic with logically ordered reasons that are supported by evidence, including facts and details</p> <p>Use linking words and phrases (e.g., <i>before/now, here/there, first/second</i>) to connect ideas, events, or images</p> <p>Check that paragraphs in essays have clear topic sentences and a conclusion</p> <p><b>Speaking and Listening</b></p> <p>Evaluate previous experience and/or understanding in light of new information, ideas, or perspectives</p> <p>Use a variety of graphic organizers (e.g., flow chart, Venn diagram, outline, compare/contrast chart) to organize speaking points to present and support the claim Use transition words/phrases (e.g., <i>also, next, for example</i>) to organize presentations</p> <p>Select or create media to enhance communication (e.g., video, presentation slides)</p>
<p><b>ELPS Anchor 5:</b></p> <p><b>An ELL can...</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Determine the relevance of the ideas/information presented in the text to the research purpose (e.g., ask <i>Is this source and information about climate change reliable and current?</i>)</p> <p>Integrate written and graphic information into writing and/or presentation</p> <p>Combine and compare information presented in different simple sources</p>

	<p><b>Writing</b></p> <p>Identify relevant, credible content for addressing writing purpose</p> <p>Make notes (e.g., sequence of points to make, evidence to include)</p> <p>Use a variety of graphic organizers (e.g., flow chart, Venn diagram, outline, compare/contrast chart) to organize and clarify information</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, formality)</p> <p>Present research findings using appropriate text type (e.g., essay, summary and opinion, poster board, digital presentation)</p> <p><b>Speaking and Listening</b></p> <p>Use the internet to research information and data (e.g., search engines, databases)</p> <p>Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from research and to defend spoken arguments</p> <p>Select or create diverse media to represent ideas and enhance communication (e.g., chart, poster, video, slides presentation)</p> <p>Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows) to present information</p> <p>Create and upload audio and video files</p> <p><b>Math</b></p> <p>Determine order of tasks for a short research project</p> <p>Conduct simple data collections</p> <p>Organize data</p> <p>Create tables, graphs and charts based on data</p> <p>Analyze and interpret patterns on tables, graphs and charts</p>
<p><b>ELPS Anchor 6:</b></p> <p><b>An ELL can...</b></p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>analyze the reasoning in persuasive spoken and written texts</li> </ul>

<p>analyze and critique the arguments of others orally and in writing.</p>	<ul style="list-style-type: none"> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite textual evidence to support the analysis.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Identify the topic, stated or clearly implied main idea, and supporting details within a paragraph</p> <p>Draw conclusions about specific details (e.g., stated problem and solution)</p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing detail in a work site memo, distinguishing fact versus opinion, identifying misleading statements as in <i>4 out of 5 dentists</i>)</p> <p>Ask and answer WH questions to demonstrate understanding of key details in a text (e.g., <i>Why did the war begin?</i>)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., ask <i>Does this work policy apply to me?</i>)</p> <p>Agree or disagree with an idea or theme and explain reasoning</p> <p>Compare an idea or theme to one read in a previous text</p> <p><b>Writing</b></p> <p>Present analysis using appropriate text type (e.g., essay, summary and opinion, poster board, digital presentation)</p> <p>Introduce a topic clearly (e.g., use a topic sentence to introduce the focus of a paragraph) and sequence ideas logically with a beginning, middle, and end</p> <p>Develop the topic with logically ordered reasons that are supported by evidence, including facts and details</p> <p>Provide a concluding statement or section related to the information presented</p> <p>Use linking words and phrases (e.g., <i>before/now, here/there, first/second</i>) to connect ideas, events, or images</p> <p>Recognize when writing is general and would benefit from details, evidence or examples or includes unnecessary detail or repetition</p> <p>Check that most important points stand out (e.g. use an example that supports the analysis)</p>
--	--

	<p>Review word choice (e.g., appropriate vocabulary for the topic, synonyms, homonyms, comparatives, superlatives)</p> <p>Check that paragraphs in essays have clear topic sentences and a conclusion</p> <p><b>Speaking and Listening</b></p> <p>Clearly state or identify the main idea and key points of an explanation or presentation</p> <p>Identify the evidence the speaker is using to support their ideas and accomplish their purpose</p> <p>Listen for rhetorical structures (e.g., compare/contrast, problem/solution) and transition words/phrases (e.g., <i>both</i>, <i>while</i>, <i>on the other hand</i>) to follow presentations</p> <p>Take notes to aid comprehension and recall (e.g., use an outline or graphic organizer, such as compare and contrast, to group ideas in ways that address the purpose)</p> <p>Use and compare literal and nonliteral meanings to understand figurative language, including similes and metaphors, used to convey images and ideas</p> <p>Identify specific textual evidence when speaking to support ideas</p> <p>Listen and respond respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Analyze quantitative data used to support arguments</p>
<p><b>ELPS Anchor 7:</b></p> <p><b>An ELL can...</b> adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts</li> <li>• use a wider range of complex general academic and content-specific words and phrases</li> <li>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Use conversational and general academic language (e.g., prediction, evidence) and a growing store of synonyms (e.g., <i>small/minimal</i>)</p>

	<p>Use register appropriate to the formality of the situation and the relationship between writer and reader(s) (e.g., a complaint letter vs. text to a friend)</p> <p>Write for practical use (e.g., driving directions, recipe sharing)</p> <p>Write for self-expression (e.g., personal history)</p> <p>Write for academic and vocational use (e.g., accident report, cover letter)</p> <p><b>Speaking and Listening</b></p> <p>Clarify own purpose for speaking (e.g., inform, request, complain, agree) in a specific situation (e.g., to follow directions, learn about a certain topic, find a location, make friends with a coworker, discuss a task) or an evaluative situation (e.g., determine goal of task)</p> <p>Understand how purpose affects the format of conversation: Identify norms for discussion (e.g. how to take a turn to speak, how to agree and disagree, ways to begin and end a conversation)</p> <p>Use prior knowledge about the social, cultural, and situational contexts to aid comprehension (e.g., predict organization or flow of common social interaction and notice variations)</p> <p>Draw on prior knowledge related to personal experience, interests and observations</p> <p>Use words and ideas from texts when explaining topics of interest (e.g. explain how to enroll in a career pathways program)</p> <p>Evaluate and select words appropriate to the level of formality of the context, as well as some specialized terms common in specific situations, including academic or workplace situations (e.g., introductions for group presentation)</p> <p>Understand and use growing vocabulary of descriptive words, phrasal verbs, and collocations (e.g., <i>get ready</i>, <i>sit down</i>, <i>make a mistake</i>) in a variety of contexts, including career and academic contexts</p> <p>Understand and use some common slang, idioms, and colloquialisms appropriate to the context (e.g., <i>sick as a dog</i>, <i>in the red</i>, <i>got it</i>, <i>wait up</i>)</p> <p>Understand and use placeholders (e.g., <i>So</i>, <i>I mean</i>)</p> <p>Identify literal and nonliteral uses of words</p> <p>Consult reference materials, both print and digital, to determine or clarify the meaning, pronunciation and use of words and phrases</p> <p>Understand that intonation can indicate formality; speak with appropriate formality in a range of familiar settings</p>
--	--



	<p>Build and use knowledge to guide participation in interactions (e.g., understanding when you're receiving a sales pitch, when it is appropriate to provide personal information, appropriate expressions of disagreement or urgency)</p> <p>Distinguish and use formal and informal language appropriately in context (e.g., meeting with colleagues, lunch with friends, meeting with instructors)</p> <p>Use and respond to basic formal and informal courtesies (e.g., <i>Excuse me</i> for interrupting, <i>Bless you</i> for sneezing)</p>
<b>Linguistic Skills to Support Language Skills (Anchors 1–7)</b>	
<p><b>ELPS Anchor 8:</b></p> <p><b>An ELL can...</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>To determine meaning:</p> <ul style="list-style-type: none"> <li>Sound out printed words</li> <li>Use context (e.g., clues in close proximity to the word, knowledge of topic, picture aids, knowledge of English syntax)</li> <li>Break down compound words</li> <li>Apply meanings of high frequency prefixes and suffixes (e.g., <i>re-</i>, <i>un-</i>, <i>dis-</i>, <i>-est</i>, <i>-ful</i>)</li> <li>Compare the unknown word to a known form of the word (e.g., cognate, base word)</li> <li>Use knowledge of simple homographs and homophones (e.g., <i>read</i>, <i>present</i>, <i>close</i>)</li> <li>Use text aids (e.g., illustrations, glossary)</li> <li>Use a glossary or a beginner's, picture, or bilingual dictionary.</li> <li>Identify and apply the appropriate definition</li> <li>Interpret simple figurative language (e.g., <i>the wall of water</i>, <i>tall as a tree</i>)</li> </ul> <p><b>Speaking and Listening</b></p> <p>Use understanding of simple prefixes and suffixes (e.g., <i>dis-</i>, <i>in-</i>, <i>-ful</i>, <i>-est</i>) to comprehend and form words</p>

	<p>Recognize cognates and/or loan words to predict meaning of new words (e.g., <i>frequency/frecuencia</i>)</p> <p>Identify common homonyms in context (e.g., <i>scene/seen, there/their/they're</i>)</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase</p> <p>Identify literal and nonliteral uses of words</p> <p>Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning and pronunciation of words and phrases</p> <p>Listen to and repeat new vocabulary and phrases encountered in varied settings to retain vocabulary and look up meaning</p> <p><b>Math</b></p> <p>Use context clues in repeated words and phrases to determine operation in word problems (e.g., <i>find the difference between 7 and 21</i>)</p> <p>Determine <i>trend, pattern, rate</i>, and <i>outlier</i> in tables, charts, and graphs</p> <p>Recognize <i>if/then</i> conditionals in algebraic problems (e.g., <i>If <math>x = 5</math>, then <math>5x=25</math></i>)</p>
<p><b>ELPS Anchor 9:</b></p> <p><b>An ELL can...</b> create clear and coherent level-appropriate speech and text.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Present information using appropriate text type (e.g., paragraph, summary and opinion, poster board, digital presentation)</p> <p>Write a paragraph focused on a single topic that includes a topic sentence, reasons, details or examples, and a concluding sentence</p> <p>Introduce a topic clearly (e.g., use a topic sentence to introduce the focus of a paragraph) and sequence ideas logically with a beginning, middle, and end</p> <p>Develop the topic with logically ordered reasons that are supported by facts and</p>

	<p>details (evidence)</p> <p>Use linking words and phrases (e.g., <i>before/now</i>, <i>here/there</i>, <i>first/second</i>) to connect ideas, events, or images</p> <p>Provide a concluding statement or section related to the information presented</p> <p>Reread own writing and make simple revisions for clarity</p> <p>Collaborate with others to revise, using strategies such as question prompts, to review writing</p> <p>Recognize when writing is general and would benefit from details, evidence or examples or includes unnecessary detail or repetition</p> <p>Read aloud to hear how text sounds (complete thoughts represented, no meaningful omissions) and to solicit feedback from others</p> <p>Check that paragraphs have clear topic sentences and conclusions</p> <p><b>Speaking and Listening</b></p> <p>Use graphic organizers or notes to organize and develop ideas and focus communication (e.g., a list of points to cover)</p> <p>Use discussion, freewriting, journaling, listing, or brainstorming to clarify thoughts</p> <p>Recognize and produce transition words/phrases to signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>because</i>)</p> <p>Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade, entertain)</p> <p>Clearly state the main idea and key points</p> <p>Use organizational markers (e.g., <i>before/now</i>, <i>here/there</i>, <i>at the beginning</i>) to create a coherent of message</p> <p>Provide evidence to support ideas and accomplish purpose</p> <p>Speak respectfully with diverse perspectives in mind</p> <p>Use diverse media to enhance communication such as picture dictionaries, translation tools, smartphones, video and presentations apps, and glossaries</p> <p><b>Math</b></p> <p>Conduct simple surveys and organize data</p> <p>Create tables, charts, and graphs on data</p> <p>Interpret information on tables, charts, and graphs</p>
--	--

<p><b>ELPS Anchor 10:</b></p> <p><b>An ELL can...</b> demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p>	<p><b>ELPS Level 4 Descriptor:</b></p> <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> <li>• use increasingly complex phrases</li> <li>• use increasingly complex clauses</li> <li>• produce and expand simple, compound, and complex sentences.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Group words into short phrases (e.g., <i>The old man / left his home / and he drove slowly / to the drug store / for his medicine.</i>)</p> <p>Recognize and use some complex grammar structures:</p> <ul style="list-style-type: none"> <li>• pronouns in the appropriate case (subjective, objective, possessive)</li> <li>• verb tense to convey various times, sequences, states, and conditions</li> <li>• modals to convey various conditions</li> <li>• adjective order within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Gerunds and infinitives</li> </ul> <p>Use subordinating conjunctions, conjunctive adverbs, and transition words to create complex sentences (e.g. <i>while, after, however</i>)</p> <p>Construct, expand, and connect simple and compound declarative, interrogative, imperative, and exclamatory sentences</p> <p>Recognize, name, use, and repair punctuation, including:</p> <ul style="list-style-type: none"> <li>• commas between independent and dependent clauses in complex sentences</li> <li>• comma before a coordinating conjunction in a compound sentence</li> <li>• commas to set off parenthetical elements</li> </ul> <p>Correct common grammatical errors (e.g., incorrect verb tenses, subject-verb disagreement, incorrect use of plurals, missing articles)</p> <p><b>Speaking and Listening</b></p> <p>Group words into short phrases (e.g., <i>The old man / left his home / and he drove slowly / to the drug store / for his medicine.</i>)</p> <p>Recognize and use some complex grammar structures:</p> <ul style="list-style-type: none"> <li>• pronouns in the appropriate case (subjective, objective, possessive)</li> <li>• verb tense to convey various times, sequences, states, and conditions</li> <li>• modals to convey various conditions</li> </ul>
--	---

	<ul style="list-style-type: none"> <li>• adjective order within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Gerunds and infinitives</li> </ul> <p>Use subordinating conjunctions, conjunctive adverbs, and transition words to create complex sentences (e.g., <i>while, after, however</i>)</p> <p>Correct common grammatical errors (e.g., incorrect verb tenses, subject-verb disagreement, incorrect use of plurals, missing articles)</p> <p><b>Math</b></p> <p>Use <i>of</i> as a term for multiplication in percentages (e.g., <i>20% of 100 is 80</i>)</p> <p>Use <i>of</i> as a multiplication answer (e.g., <i>the product of 3 and 7 is 21</i>)</p> <p>Use <i>of</i> to define a fraction (e.g., <i>half of a cake</i>)</p> <p>Recognize and use the <i>be</i> verb as a definition word (e.g., <i>1 and 5 is 6</i>)</p> <p>Recognize and use the <i>be</i> verb as a definition word (e.g., <i>Photosynthesis is the process of...</i>)</p>
--	---

## Level 5 Single-Level Views

Note: The Anchor, Descriptor and Applications are addressed to the student. The instructor's role is to provide opportunities for the student to meet the exit standard.

Language Skills to Engage in Content	
<p><b>ELPS Anchor 1:</b></p> <p><b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine central ideas or themes in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Identify the intended audience and general purpose of the text type</p> <p>Make predictions or ask questions based on title, pictures, headings, captions, text</p>

	<p>type, and/or knowledge of the topic or reading situation</p> <p>Apply knowledge of simple text structures (e.g., list, sequence, description) and their signal words (e.g., <i>second</i>, <i>another</i>)</p> <p>Scan for keywords/numbers</p> <p>Answer WH questions posed by self or others</p> <p>Check pronoun referent</p> <p>Use simple text markings (e.g., highlighting, underlining, noting personal reactions/questions)</p> <p>Retell/paraphrase/summarize</p> <p>Use graphic organizers (e.g., Venn diagrams, bubble maps, cause effect)</p> <p>Agree or disagree with an idea or theme and explain reasoning</p> <p>Draw conclusions about specific details (e.g., stated cause and effect)</p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information, as in a classified ad, explaining how author uses fact and opinion, identifying techniques such as use of fear)</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Identify an obvious (but perhaps implied) theme/message</p> <p>Refer to details, examples, and/or accurate quotes when explaining what the text states explicitly and when drawing textual inferences</p> <p>Explain the purpose of specific examples of an author's use of imagery</p> <p><b>Speaking and Listening</b></p> <p>Summarize main idea, supporting claims, ideas, and details of an explanation or presentation</p> <p>Identify the evidence the speaker is using to support their ideas and accomplish their purpose</p> <p>Listen for and use rhetorical structures (e.g., chronological order, problem/solution) and transition words/phrases (e.g., <i>in addition</i>, <i>instead</i>) to create or follow coherence of presentations</p> <p>Take notes to aid comprehension and recall (e.g., use an outline or graphic organizer, such as compare and contrast, to group ideas in ways that address the purpose)</p>
--	--

	<p>Use and compare literal and nonliteral meanings (e.g., idioms)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from the text and to defend spoken arguments</p> <p>Listen and respond respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Use ordinal numbers and transitional phrases within and between paragraphs</p> <p>Compare parts of a text to a whole (e.g., thesis to topic sentences, introduction to conclusion, compare theme to topic to main idea to details)</p> <p>Compare a set of numbers (e.g., 4:2:1)</p> <p>Analyze data on tables, graphs, and charts</p>
<p><b>ELPS Anchor 2:</b></p> <p><b>An ELL can...</b> participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues</li> <li>• build on the ideas of others</li> <li>• express his or her own ideas clearly and persuasively</li> <li>• refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>• ask and answer questions that probe reasoning and claims</li> <li>• summarize the key points and evidence discussed.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Journal or freewrite to formulate ideas or explore what one has to say about a topic</p> <p>Make notes (e.g., claim to support, sequence of points to make, evidence to include)</p> <p>Use the internet to research information and data to support ideas (e.g., search engines, databases, library-curated sites)</p> <p>Choose language that expresses ideas consistently, eliminating wordiness and redundancy</p> <p>Use digital video meeting platforms, tools, and media (e.g., Zoom, Google Meet, MS Teams, Microsoft Office, Google Docs, slideshows, Jamboard, discussion</p>

	<p>boards) to interact, get feedback, collaborate, and present (e.g., use Zoom chat feature, share screen to share work or whiteboard, annotate, comment, suggesting mode)</p> <p>Use visuals (e.g., illustrations, graphics, charts) to enhance the text</p> <p><b>Speaking and Listening</b></p> <p>Clarify own or group's general or specific purpose for listening and speaking (e.g., to understand the main points of an argument, gather information for a group project, share information and persuade others to act, analyze purpose of information presented in diverse media and formats) or evaluative purpose (e.g., to differentiate between fact and opinion)</p> <p>Consider purpose of the listener and speaker and how that relates to own purpose for listening and speaking (e.g., the speaker wants to mandate while the listener wants to negotiate)</p> <p>Understand how academic or workplace purpose affects the format of effective conversation: Identify a variety of appropriate norms for discussion to meet the listening and speaking purpose (e.g., how to take a turn to speak, how to agree and disagree, ways to begin and end a conversation)</p> <p>Reflect on and use prior knowledge about the social, cultural, and situational contexts including appropriate level of formality to aid comprehension (e.g., predict content and flow of common classroom or workplace interactions)</p> <p>Build and draw on specialized knowledge related to work, education, family, or community topics</p> <p>Select relevant content from text and digital sources, observations, experiences, and interests to prepare for discussions, and explicitly draw on that preparation and prior knowledge about the topic to explore ideas under discussion</p> <p>Predict/learn general vocabulary as well as some specialized terms common in specific situations, including academic or workplace situations (e.g., introductions for group presentation)</p> <p>Organize, develop, and record ideas to communicate points or focus listening (e.g., a note with questions to ask, a list of things to say)</p> <p>Consider reactions of the listener/speaker to the interaction (e.g., surprise, confusion)</p> <p>Recognize where difficulties in hearing and distinguishing English sounds are interfering with effective comprehension (e.g., identify problem sounds and the words that have them)</p> <p>Recognize that variations in pronunciation exist (e.g., regional dialects, nonstandard varieties of English, non-native pronunciation)</p>
--	---



	<p>Identify familiar word parts to infer new meanings in unfamiliar words (e.g., parent/parental)</p> <p>Recognize and produce academic and career words learned in text when they are used in speech or media</p> <p>Recognize shift in meanings when hearing different emphases in sentence stress; emphasize information and create varied meaning by shifting stress in a sentence (e.g., <i>Where are YOU going?</i> vs. <i>Where are you GOING?</i>)</p> <p>Recognize meaning changes depending upon shift in word stress (e.g., <i>White House</i> vs. <i>white house</i>, <i>blackbird</i> vs. <i>black bird</i>)</p> <p>Stress the appropriate syllable in multisyllabic words (e.g., <i>pathology</i>, <i>literature</i>)</p> <p>Use a variety of reference tools (e.g., dictionaries, apps, glossaries) to determine correct stress</p> <p>Understand that stress, intonation, and word choice express ideas and feelings and can indicate formality; differentiate between contexts that call for formal English and situations where informal discourse is appropriate</p> <p>Use a range of strategies to actively participate in conversation (e.g., interrupting appropriately, attracting attention to get a turn to speak)</p> <p>Make intentional, respectful communication choices based on an understanding of cultural or situational expectations</p> <p>Follow norms for collegial discussions and decision-making</p> <p>Analyze the purpose of and evaluate the motives behind information presented</p> <p>Identify the evidence that the speaker is using to support the argument or claim</p> <p>Organize speaking points to emphasize the purpose (e.g., to inform, persuade, entertain)</p> <p>Summarize main idea, supporting claims, ideas, and details of an explanation</p> <p>Listen for and use rhetorical structures (e.g., chronological order, problem/solution) and transition words/phrases (e.g., <i>in addition</i>, <i>instead</i>) to organize and follow communication</p> <p>Take notes to aid comprehension and recall</p> <p>Use strategies to check comprehension (e.g., listeners paraphrase what was said), pausing at appropriate points to check understanding and assess whether listener's purpose is being met (e.g., whether they're still interested)</p> <p>Use a variety of non-verbal (e.g., eye contact) and verbal cues (e.g., <i>I'm sorry</i>. <i>Could you give me an example of that?</i>) to indicate comprehension or</p>
--	--

	<p>comprehension breakdowns and use strategies to repair (e.g., identify problematic sounds or words, compare sources of information, take notes for later clarification)</p> <p>Use strategies to clarify meaning (e.g., rephrase, restate, use circumlocution, provide an example)</p> <p>Request feedback from listener (e.g., <i>What do you think? Any questions?</i>)</p> <p>Adjust vocabulary, pace, volume, eye contact, register or body language based on listener needs</p> <p>Manage internal and external barriers to comprehension (e.g., physical setting)</p> <p>State a position (e.g., <i>It's a good job</i>), question the position (e.g., <i>Why is it a good job?</i>), and offer support (e.g., <i>It's a good job because...</i>)</p> <p>Respectfully avoid or decline to speak</p> <p><b>Math</b></p> <p>Ask and answer questions using quantitative data</p> <p>Persuade using quantitative data</p>
<p><b>ELPS Anchor 3:</b></p> <p><b>An ELL can...</b> speak and write about level-appropriate complex literary and informational texts and topics.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• deliver oral presentations</li> <li>• compose written informational texts</li> <li>• fully develop the topic with relevant details, concepts, examples, and information</li> </ul>

- integrate graphics or multimedia when useful

about a variety of texts, topics, or events.

### **Applications:**

#### **Writing**

Determine general purposes (e.g., to inform, explain) and specific purposes (e.g., make sure night shift knows what to do) for writing

Consider how purpose and audience will affect content and organization of the text

Determine relevant content for addressing writing purpose

Discuss information and ideas gleaned from multiple sources to prepare for speaking or writing

Use a variety of graphic organizers (e.g., flow chart, Venn diagram, compare/contrast chart) to brainstorm and see the relationship among ideas

Journal, freewrite, or make an outline to formulate ideas about a topic or consider new information and ideas

Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, accuracy, formality)

Use models of varied text types (e.g., slides presentations, reports, instruction manuals)

Make notes (e.g., sequence of points to make, evidence to include)

Make a detailed outline to clarify the focus and organize text

Identify a question to explore in writing

Write a paragraph focused on a single topic that includes a topic sentence, reasons, details or examples, and a concluding sentence

Introduce a topic, state an opinion, and group related information in paragraphs and sections

Support major ideas and arguments with evidence (e.g., provide context for the point being made, provide supporting details, relevant facts, quotations, or other evidence, information and examples related to the topic)

Use linking words and phrases (e.g., *because, therefore, since, instead, for example*) to connect opinion and reasons (e.g., *consequently, specifically*)

Provide a concluding statement or section related to the opinion presented

Use graphics and formatting (e.g., title, headings, bullets, font, white space, graphics) to enhance a text or PPT presentation

Practice with models to prepare for high-stakes purposes (e.g., exams, college application, scholarship application, cover letter, resume)

123

Conduct short research projects that use several sources to build knowledge

Spell words containing common roots (e.g., *cycl, form, ped*) and common affixes

<p><b>ELPS Anchor 4:</b></p> <p><b>An ELL can...</b> construct level appropriate oral and written claims and support them with reasoning and evidence.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• construct a substantive claim about a variety of topics</li> <li>• introduce the claim</li> <li>• distinguish it from a counterclaim</li> <li>• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim</li> <li>• provide a conclusion that summarizes the argument presented.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Identify a topic to explore in writing</p> <p>Conduct short research projects that use several sources to build knowledge</p> <p>Read and summarize information from print, audio and digital sources to build knowledge and vocabulary</p> <p>Determine relevant content for addressing writing purpose (e.g., relevant details and examples)</p> <p>Use a variety of graphic organizers (e.g., flow chart, Venn diagram, outline, compare/contrast chart) to brainstorm, organize, see the relationship among ideas, and clarify the focus</p> <p>Make notes (e.g., sequence of points to make, evidence to include)</p> <p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, accuracy, formality)</p> <p>Practice with models to prepare for high-stakes purposes (e.g., timed essay test)</p> <p>Write an essay with an introduction, body, and conclusion, that introduces a topic and states a claim</p> <p>Focus each essay body paragraph on a single subtopic that includes a topic sentence, reasons, details or examples, and a concluding sentence</p> <p>Support major ideas and arguments with evidence (e.g., provide context for the point being made, provide supporting details, relevant facts, quotations, or other evidence, information and examples related to the topic)</p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, instead, for example</i>) to connect opinion and reasons (e.g., <i>consequently, specifically</i>)</p> <p>Check that most important points stand out (e.g. use an example that supports the claim)</p>
--	---

	<p><b>Speaking and Listening</b></p> <p>Evaluate previous experience and/or understanding in light of new information, ideas, or perspectives</p> <p>Use a variety of graphic organizers (e.g., flow chart, Venn diagram, outline, compare/contrast chart) to organize speaking points to present and support the claim Use transition words/phrases (e.g., <i>in addition, instead</i>) to organize presentations</p> <p>Select or create diverse media to enhance communication (e.g., charts, video, presentation slides)</p>
<p><b>ELPS Anchor 5:</b></p> <p><b>An ELL can...</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use advanced search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• analyze and integrate information into clearly organized spoken and written texts</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>Determine the relevance of the ideas/information presented in the text to the research purpose (e.g., ask <i>What information from this job benefits chart is important to me?</i>)</p> <p>Integrate written and graphic information into writing and/or presentation</p> <p>Combine, compare, and/or contrast information presented in different simple sources</p> <p><b>Writing</b></p> <p>Identify relevant, credible content for addressing writing purpose</p> <p>Make notes (e.g., sequence of points to make, evidence to include)</p> <p>Use a variety of graphic organizers (e.g., flow chart, Venn diagram, outline, compare/contrast chart) to organize and clarify information</p>

	<p>Consider what you know about writing in this situation or genre (e.g., the expectations for structure, length, accuracy, formality)</p> <p>Present research findings using appropriate text type (e.g., essay, summary and opinion, poster board, digital presentation)</p> <p><b>Speaking and Listening</b></p> <p>Use the internet to research information and data (e.g., search engines, databases, library-curated sites)</p> <p>Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade)</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from research and to defend spoken arguments</p> <p>Select or create diverse media to represent ideas and enhance communication (e.g., chart, poster, video, slides presentation)</p> <p>Become familiar with digital tools and media (e.g., Microsoft Office, Google Docs, slideshows, Jamboard, YouTube) to present information</p> <p>Create and upload audio and video files</p> <p><b>Math</b></p> <p>Determine order of tasks for a research project</p> <p>Conduct surveys</p> <p>Organize data</p> <p>Create tables, charts, and graphs based on collected data</p> <p>Interpret data on tables, charts, and graphs using central tendency (e.g., different types of averages such as <i>mean, median, mode, range</i>)</p>
<p><b>ELPS Anchor 6:</b></p> <p><b>An ELL can...</b> analyze and critique the arguments of others orally and in writing.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• analyze and evaluate the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite specific textual evidence to thoroughly support the analysis.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p>

	<p>Identify the topic, stated or clearly implied main idea, and supporting details within a paragraph</p> <p>Draw conclusions about specific details (e.g., stated cause and effect)</p> <p>Evaluate the reliability, accuracy, and sufficiency of information and claims (e.g., checking for missing information, explaining how author uses fact and opinion, identifying techniques such as use of fear, bandwagon)</p> <p>Refer to details and examples in a text when explaining what the text says and when drawing inferences from the text</p> <p>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text</p> <p>Determine the relevance of the ideas/information presented in the text to the reading purpose (e.g., using annotation to note information needed for analysis)</p> <p>Agree or disagree with an idea or theme and explain reasoning</p> <p>Combine, compare, and/or contrast information presented in different simple sources</p> <p><b>Writing</b></p> <p>Present analysis using appropriate text type (e.g., essay, summary and opinion, poster board, digital presentation)</p> <p>Introduce a topic, state an opinion, and group related information together</p> <p>Support major ideas and arguments with evidence (e.g., provide context for the point being made, provide supporting details, relevant facts, quotations, or other evidence, information and examples related to the topic)</p> <p>Use linking words and phrases (e.g., <i>because, therefore, since, instead, for example</i>) to connect opinion and reasons (e.g., <i>consequently, specifically</i>)</p> <p>Determine type and amount of detail and textual evidence required in a situation</p> <p>Check that most important points stand out (e.g. use an example that supports the analysis)</p> <p>Review word choice (e.g., appropriate vocabulary for the topic, synonyms, homonyms, comparatives, superlatives)</p> <p><b>Speaking and Listening</b></p> <p>Summarize main idea, supporting claims, ideas, and details of an explanation or presentation</p> <p>Evaluate whether or not the speaker's ideas accurately represent the ideas in the</p>
--	---

	<p>text</p> <p>Listen for rhetorical structures (e.g., chronological order, problem/solution) and transition words/phrases (e.g., <i>in addition</i>, <i>instead</i>) to follow presentations</p> <p>Take notes to aid comprehension and recall (e.g., use an outline or graphic organizer, such as compare and contrast, to group ideas in ways that address the purpose)</p> <p>Use and compare literal and nonliteral meanings to understand figurative language, including similes, and idioms used to convey images and ideas.</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from the text and to defend spoken arguments</p> <p>Listen and respond respectfully to diverse perspectives</p> <p><b>Math</b></p> <p>Analyze quantitative data used to support pro-con arguments</p>
<p><b>ELPS Anchor 7:</b></p> <p><b>An ELL can...</b> adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts</li> <li>• use a wide variety of complex general academic and content-specific words and phrases</li> <li>• employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Use general academic vocabulary (e.g., <i>conclusion</i>, <i>hypothesis</i>, <i>strategy</i>) and domain-specific words and phrases common to an area of interest or field of study (e.g., <i>batting average</i>, <i>age appropriate</i>, <i>endangered species</i>)</p> <p>Use register appropriate to the formality of the situation and the relationship between writer and reader(s) (e.g., class essay vs. social media post)</p> <p>Write for practical use (e.g., citizenship forms, medical history)</p> <p>Write for self-expression (e.g., messages on social media, discussion boards)</p> <p>Write for academic and vocational use (e.g., persuasive essay defending a claim, resumes, shift notes, emails)</p>



## Speaking and Listening

Clarify own purpose for speaking, whether general (e.g., to become orientated to a situation, relate to the speaker, entertain, inform, request, complain, agree, evaluate sources of information) or specific (e.g., to follow directions, learn about a certain topic, find a location, make friends with a coworker, discuss a project) or evaluative (e.g., to differentiate between fact and opinion)

Understand how purpose affects the format of conversation, identifying norms for discussion (e.g. how to take a turn to speak, how to agree and disagree, ways to begin and end a conversation)

Reflect on and use prior knowledge about the social, cultural, and situational contexts including appropriate level of formality to aid communication

Build and draw on specialized knowledge related to work, education, family, or community topics

Use words and ideas from texts when explaining topics of interest (e.g. presenting information on career options to a class)

Evaluate and select words appropriate to the level of formality of the context, as well as some specialized terms common in specific situations, including academic or workplace situations (e.g., introductions for group presentation)

Understand and use some common slang, idioms, and colloquialisms appropriate to the context (e.g., *ASAP*, *sounds good*, *no worries*)

Understand and use placeholders (e.g., *So*, *I mean*)

Identify literal and nonliteral uses of words

Consult reference materials, both print and digital, to determine or clarify the meaning, pronunciation and use of words and phrases

Emphasize information and create varied meaning by shifting stress in a sentence (e.g., *Where are YOU going?* vs. *Where are you GOING?*)

Recognize meaning changes depending upon shift in word stress (e.g., *WHITE house* vs. *white HOUSE*)

Understand that intonation can indicate formality; differentiate between contexts that call for formal English and situations where informal discourse is appropriate

Use stress and intonation to express ideas and feelings

Build and use knowledge to guide participation in interactions in diverse contexts (e.g., compliments, workplace gossip, meeting a friend at the airport)

	<p>Use and recognize appropriate register in varied contexts (e.g., meetings with colleagues, lunches with friends, meetings with instructors)</p> <p>Make intentional communication choices based on an understanding of cultural or situational expectations (e.g., norms for discussions in the U.S.)</p>
<b>Linguistic Skills to Support Language Skills (Anchors 1-7)</b>	
<p><b>ELPS Anchor 8:</b></p> <p><b>An ELL can...</b> determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</li> </ul> <p><b>Applications:</b></p> <p><b>Reading</b></p> <p>To determine meaning:</p> <ul style="list-style-type: none"> <li>Sound out printed words</li> <li>Use context (e.g., embedded clues, knowledge of topic, knowledge of English syntax)</li> <li>Apply meanings of simple roots, prefixes, and suffixes (e.g., <i>pre-</i>, <i>bi-</i>, <i>-ness</i>, <i>-tion</i>)</li> <li>Use knowledge of common homographs and homophones (e.g., <i>bow</i>, <i>wind</i>, <i>sent/cent/scent</i>)</li> <li>Use text aids (e.g., margin notes, illustrations, glossary)</li> <li>Identify and apply the appropriate definition and use the pronunciation information in a simple dictionary or glossary</li> <li>Identify, name, and interpret simple figurative language (e.g., simile, metaphor, hyperbole)</li> </ul> <p><b>Speaking and Listening</b></p> <p>Use understanding of word morphology (e.g., prefixes, roots, suffixes) to figure out meaning of and build new vocabulary (e.g., <i>pre-</i>, <i>joy</i>, <i>vis</i>, <i>-ible</i>, <i>-ion</i>)</p> <p>Recognize base words (e.g., <i>information</i>)</p> <p>Identify the appropriate meaning of homonyms in context (e.g., <i>effect/affect</i>, <i>root/route</i>)</p> <p>Use sentence-level context as a clue to the meaning of a word or phrase</p>

	<p>Identify literal and nonliteral uses of words</p> <p>Consult reference materials, both print and digital, to determine or clarify the meaning and pronunciation of words and phrases</p> <p>Listen to and repeat new vocabulary and phrases encountered in varied settings to retain vocabulary and look up meaning</p> <p><b>Math</b></p> <p>Identify <i>trend</i>, <i>pattern</i>, <i>rate</i>, <i>x- and y-axis</i>, <i>outlier</i>, and other common words used to describe action and place in tables, charts, and graphs</p>
<p><b>ELPS Anchor 9:</b></p> <p><b>An ELL can...</b> create clear and coherent level-appropriate speech and- text.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order</li> <li>introduce and effectively develop an informational topic with facts, details, and evidence</li> <li>use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul> <p><b>Applications:</b></p> <p><b>Writing</b></p> <p>Present information using appropriate text type (e.g., essay, summary and opinion, poster board, digital presentation)</p> <p>Write an essay with an introduction, body, and conclusion, that introduces a topic with a thesis statement or claim</p> <p>Focus each essay body paragraph on a single subtopic that includes a topic sentence, reasons, details or examples, and a concluding sentence</p> <p>Support major ideas and arguments with evidence (e.g., provide context for the point being made, provide supporting details, relevant facts, quotations, or other evidence, information and examples related to the topic)</p> <p>Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>instead</i>, <i>for example</i>) to connect opinion and reasons (e.g., <i>consequently</i>, <i>specifically</i>)</p> <p>Reread text and make simple content revisions</p> <p>Collaborate with others to use tools and strategies such as guiding questions, revision checklists or outlines to support revision</p>

	<p>Determine type and amount of detail and textual evidence required in a situation</p> <p>Check that most important points stand out (e.g. use an example that supports the claim/thesis statement)</p> <p>Read aloud to hear how text sounds (e.g., flow, word choice, formality)</p> <p>Review word choice (e.g., synonyms, homonyms, comparatives, superlatives)</p> <p>Review text for redundant language (e.g., <i>Every year they had an annual party.</i>)</p> <p><b>Speaking and Listening</b></p> <p>Organize, develop, and record ideas to communicate points (e.g., a note with a list of things to say)</p> <p>Use graphic organizers, notes, discussion, freewriting, journaling, or brainstorming to clarify and organize thoughts (e.g., answers to a list of questions, a timeline)</p> <p>Recognize and produce transition words/phrases to signal contrast, addition, and other logical relationships (e.g., <i>however, although, because</i>)</p> <p>Organize speaking points or presentations to emphasize the purpose (e.g., to inform, persuade, entertain)</p> <p>Summarize main idea, supporting claims, ideas, and details of an explanation or presentation</p> <p>Use rhetorical structures (e.g., chronological order, problem/solution) and transition words/phrases (e.g., <i>in addition, instead</i>) to organize presentations</p> <p>Identify and cite specific textual evidence when speaking to support conclusions drawn from the text and to defend spoken arguments</p> <p>Choose language that expresses ideas consistently, eliminating wordiness and redundancy</p> <p>Speak respectfully with diverse perspectives in mind</p> <p>Select or create diverse media to enhance communication (e.g., charts, video, presentation slides)</p> <p><b>Math</b></p> <p>Determine order of tasks for a research project</p> <p>Conduct surveys and organize data</p> <p>Create tables, charts, and graphs based on data</p> <p>Interpret data on tables, charts, and graphs</p>
--	---

	Interpret data on charts and graphs using central tendency (e.g., different types of averages such as <i>mean, median, mode, range</i> )
<p><b>ELPS Anchor 10:</b></p> <p><b>An ELL can...</b> demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p>	<p><b>ELPS Level 5 Descriptor:</b></p> <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> <li>• use complex phrases and clauses</li> <li>• produce and expand simple, compound, and complex sentences.</li> </ul> <p><b>Applications</b></p> <p><b>Writing</b></p> <p>Group words into meaningful phrases (e.g., <i>A new employee / should watch others carefully / and ask questions / when she doesn't understand something.</i>)</p> <p>Use comparative and superlative forms of adverbs (e.g., <i>more quickly; most quickly</i>)</p> <p>Recognize and use some complex grammar structures:</p> <ul style="list-style-type: none"> <li>• pronouns in the appropriate case (subjective, objective, possessive)</li> <li>• verb tense to convey various times, sequences, states, and conditions</li> <li>• modals to convey various conditions</li> <li>• adjective order within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>)</li> <li>• Adverbial clauses</li> <li>• Gerunds and infinitives</li> </ul> <p>Demonstrate awareness of how grammar choices affect meaning (e.g., present perfect vs. simple past for completed action)</p> <p>Use subordinating conjunctions, conjunctive adverbs and transition words to create complex sentences (e.g. <i>while, after, however, for instance</i>)</p> <p>Construct, expand, rearrange, and connect sentences to create a variety of sentence types</p> <p>Recognize, name, use, and repair punctuation, including:</p> <ul style="list-style-type: none"> <li>• commas between independent and dependent clauses in complex sentences</li> <li>• comma before a coordinating conjunction in a compound sentence</li> <li>• commas, parentheses, or dashes to set off parenthetical elements</li> </ul> <p>Correct common grammatical errors (e.g., inconsistent verb tense, unclear pronoun referents)</p>

## Speaking and Listening

Group words into meaningful phrases (e.g., *A new employee / should watch others carefully / and ask questions / when she doesn't understand something.*)

Use comparative and superlative forms of adverbs (e.g., *more quickly; most quickly*)

Recognize and use some complex grammar structures:

- pronouns in the appropriate form (subjective, objective, possessive)
- verb tense to convey various times, sequences, states, and conditions
- modals to convey various conditions
- adjective order within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*)
- Adverbial clauses
- Gerunds and infinitives

Demonstrate awareness of how grammar choices affect meaning (e.g., present perfect vs. simple past for completed action)

Use subordinating conjunctions, conjunctive adverbs and transition words (e.g. *while, after, however, for instance*)

Correct common grammatical errors (e.g., inconsistent verb tense, unclear pronoun referents)

## Math

Recognize and use the *be* verb as a definition word (e.g., *1 and 5 is 6*)

Recognize and use the *be* verb as a definition word (e.g., *Photosynthesis is the process of...*)

Use *of* as a term for multiplication in percentages (e.g., *20% of 100 is 80*)

Use *of* as a multiplication answer (e.g., *the product of 3 and 7 is 21*)

Use *of* to define a fraction (e.g., *half of a cake*)

Recognize *if/then* conditionals in algebraic problems (e.g., *If  $x = 5$ , then  $5x=25$* )

Use *more than, less than, equal to* with conditionals

## Teacher Toolbox

The Teacher Toolbox provides information and strategies adopted from the national CCRS trainings and from the Oregon Adult Learning Standards (OALS) which have been revised to address ESOL-specific language needs. It contains further information about text complexity and how to use the ELPS Levels to identify texts worth reading as well as an explanation of how to use the ELPS Anchors to create questions worth answering. The toolbox is intended to be a resource for educators.

### Tool 1: Using the Four Dimensions of Performance

It is useful to consider the Four Dimensions of Performance when creating assessments, planning instruction and scaffolded units or connected lessons, and planning multilevel instruction. The Four Dimensions of Performance are illustrated below in a student-facing chart.

4 Dimensions of Performance	
<b>Dimension 1: Structure of Knowledge Base</b>  What do I know?  How do I organize and access knowledge?	<b>Dimension 2: Fluency of Performance</b>  Am I able to perform the task automatically, or is it difficult?
<b>Dimension 3: Independence of Performance</b>  Do I know what to do in a particular situation?  How much guidance do I need?	<b>Dimension 4: Range of Conditions for Performance</b>  In how many different tasks and contexts am I able to use a skill?

#### What criteria or characteristics distinguish a novice from an expert?

A learner may be knowledgeable about a skill, having studied rules or facts (e.g., definitions of technical vocabulary), but not fluent in applying the knowledge consistently and independently (e.g., using technical vocabulary in a debate or impromptu writing task). Conversely, a learner may have developed independence in a skill within a limited range of conditions (e.g., organizing writing in basic essay format) but may need guidance to be able to perform the skill in a new context (e.g., organizing writing in research paper or memo format).

The Four Dimensions of Performance help instructors plan what to target for explicit instruction and in assessments in order to develop learners' abilities along this multidimensional continuum of learning.

## Creating Self-Assessments Using the Four Dimensions of Performance

The Four Dimensions of Performance can be used as a self-assessment by learners themselves, and they can be used for the creation of assessments by instructors.

To illustrate, we will use the skill of cooking as analogous to language skills in the following self-assessment examples:

- What does it mean to be a novice or expert cook, and where would you place yourself along the multidimensional continuum between novice and expert?
- What criteria or characteristics of cooking can you think of that define novice, expert, and in between?
- Do you know how to read a recipe?
- Does knowing how to read a recipe mean you are an expert cook?
- What other criteria or characteristics define whether you are a novice or expert cook, or somewhere in between?

As you consider additional aspects of cooking, think about where you would place yourself along the multidimensional continuum of novice to expert cook. For example:

- Do you always rely on a written recipe, or do you sometimes call a family member who is a good cook to ask for guidance?
- Have you ever made a perfect poached egg, and do you achieve perfection every time?
- What about your knife skills? Can you mince an onion “fluently?”
- Can you cook an elegant vegan meal or prepare a banquet for 100 people?
- Can you cook with ingredients you have never used before or in a kitchen with an outdoor wood-burning stove?

Now that you have considered additional criteria for expertise in cooking, has your original placement on the multidimensional continuum changed?

Look at the chart below, which has been filled in with a few questions specific to cooking, and think about how the other criteria you used to assess your own cooking skills would fit within the Four Dimensions of Performance: Knowledge, Fluency, Independence, and Range.



4 Dimensions of Performance	
<p><b>Dimension 1: Structure of Knowledge Base</b></p> <p>What do I know (e.g., facts, rules, procedures, concepts), and how do I organize and access what I know?</p> <ul style="list-style-type: none"> <li>• <i>Do I know the difference between slice and mince?</i></li> <li>• <i>Do I know how to cook this dish without a written recipe?</i></li> <li>• <i>How do I organize my recipes and cooking information?</i></li> <li>• <i>Am I too tired to cook this now?</i></li> </ul>	<p><b>Dimension 2: Fluency of Performance</b></p> <p>Am I able to perform the task automatically, or is it difficult?</p> <ul style="list-style-type: none"> <li>• <i>How are my knife skills?</i></li> <li>• <i>Will I cut myself if I go too fast?</i></li> <li>• <i>How much conscious thought do I have to put into that chopping task?</i></li> </ul>
<p><b>Dimension 3: Independence of Performance</b></p> <p>Do I know what to do in a particular situation, and how much guidance do I need?</p> <ul style="list-style-type: none"> <li>• <i>Do I need help to cook a turkey?</i></li> <li>• <i>When and where do I seek help to make the turkey?</i></li> </ul>	<p><b>Dimension 4: Range of Conditions of Performance</b></p> <p>In how many different tasks and contexts am I able to use a skill?</p> <ul style="list-style-type: none"> <li>• <i>Can I cook a romantic dinner?</i></li> <li>• <i>Can I cook vegetarian or vegan meals for a week?</i></li> <li>• <i>How about a meal with ingredients I have never used before?</i></li> <li>• <i>Am I able to prepare multiple orders of enchiladas as a cook in a restaurant?</i></li> </ul>

As with this cooking example, this self-assessment activity can be done with language skill areas. With guidance, learners can assess their own proficiency along the multidimensional learning continuum to decide how they want to target their study time, develop metacognition about their own learning progress, and support life-long learning. Also, instructors can create formative or summative assessments for instructional and program planning using the Four Dimensions of Performance to measure their learners' abilities.

## Planning Instruction and Scaffolding Using the Four Dimensions of Performance and ELPS Anchors

Think about the Four Dimensions of Performance in relation to the skills that your learners are developing. Analogous to becoming an expert cook, what is the process of becoming an expert reader, writer, speaker, or listener? What differences are there between a novice and an expert reader, writer, speaker, or listener? What characteristics of expertise reflect each of the Four Dimensions of Performance?

It is clear that simply having a knowledge base, such as being able to read a recipe, pass a reading comprehension test with True/False answer choices, or write a formulaic essay (e.g., the “5-paragraph”), does not necessarily mean that a learner can also apply learned skills in a wide range of real-life situations independently and with ease.

The Four Dimensions of Performance can be helpful to consider when planning effective and scaffolded instruction across a unit or connected lessons. Scaffolding is the variety of instructional techniques used to support understanding and develop greater learner fluency, range, and independence. Does the learner need more instruction or practice in a particular dimension? The instructor can design activities to address that area of growth and then support learners’ development across one or several dimensions over the course of a unit or connected lessons by scaffolding further instructional activities.

### Example

The following is an example of how to use the Four Dimensions of Performance when planning instruction using the OAELPS. This example focuses on one of the ELPS Anchors:

#### **ELPS Anchor 4, Level 4 with its Level-Specific Descriptor**

**An ELL can...**construct level-appropriate oral and written claims and support them with reasoning and evidence.

**Level 4 Descriptor:** By the end of English language proficiency level 4, an ELL can...

- construct a claim about a variety of topics
- introduce the topic
- provide logically ordered reasons or facts that effectively support the claim
- provide a concluding statement

This Anchor and Descriptor can become the basis for the formation of questions to ask in determining which of the Four Dimensions of Performance to focus on in order to develop instructional activities that support learners in developing their abilities across the multidimensional continuum, as illustrated below:

## 4 Dimensions of Performance

<p style="text-align: center;"><b>Dimension 1: Structure of Knowledge Base</b></p> <p>What does the learner know (e.g., facts, rules, procedures, concepts), and how does the learner organize and access what they know?</p> <ul style="list-style-type: none"> <li>• <i>Does the learner cite textual evidence or something else?</i></li> <li>• <i>Does the learner use textual cues (e.g., headings, key words) to help them find evidence?</i></li> <li>• <i>Does the learner know how to properly cite text (e.g., 6/5 is June 5th, not May 6th)?</i></li> <li>• <i>Does the citation provide evidence for the claim?</i></li> <li>• <i>Does the learner use appropriate vocabulary for transitions between paragraphs?</i></li> </ul>	<p style="text-align: center;"><b>Dimension 2: Fluency of Performance</b></p> <p>Is the learner able to perform the task automatically, or is it difficult?</p> <ul style="list-style-type: none"> <li>• <i>How long does it take the learner to find evidence, or can the learner easily find or recall what the text said?</i></li> <li>• <i>How much effort or concentration does the learner have to put into returning to the text to support their claims?</i></li> <li>• <i>Does the learner use logically ordered reasons when speaking without reading notes?</i></li> </ul>
<p style="text-align: center;"><b>Dimension 3: Independence of Performance</b></p> <p>Does the learner know what to do in a particular situation, and how much guidance does the learner need?</p> <ul style="list-style-type: none"> <li>• <i>Would the learner do better in some situations if they had help?</i></li> <li>• <i>Does the learner know when to cite evidence to support a claim (e.g., number of hours, days, start and stop times, shift labels)?</i></li> <li>• <i>Does the learner need considerable assistance to cite from the text?</i></li> </ul>	<p style="text-align: center;"><b>Dimension 4: Range of Conditions of Performance</b></p> <p>In how many different tasks and contexts is the learner able to use a skill?</p> <ul style="list-style-type: none"> <li>• <i>Is the learner able to cite evidence from a variety of different texts (e.g., in a work schedule, class schedule, and bus schedule)?</i></li> <li>• <i>Can the learner cite evidence in both written and spoken contexts?</i></li> <li>• <i>Can the learner present in a small group setting, in front of the class, at a PTA meeting, or at a work meeting?</i></li> </ul>

## Four Dimensions of Performance: Practice

Look at the chart below. Choose one anchor with a specific level descriptor you wish to assess and write it in the box below. What questions does that anchor and descriptor bring to mind? Refer to the example above as needed.

**ELPS Anchor:** \_\_\_\_\_

**Level-Specific Descriptor:** \_\_\_\_\_

4 Dimensions of Performance	
<p><b>Dimension 1:</b> <b>Structure of Knowledge Base</b></p> <p>What does the learner know (e.g., facts, rules, procedures, concepts), and how does the learner organize and access what they know?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>Dimension 2:</b> <b>Fluency of Performance</b></p> <p>Is the learner able to perform the task automatically, or is it difficult?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<p><b>Dimension 3:</b> <b>Independence of Performance</b></p> <p>Does the learner know what to do in a particular situation, and how much guidance does the learner need?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>	<p><b>Dimension 4:</b> <b>Range of Conditions of Performance</b></p> <p>In how many different tasks and contexts is the learner able to use the skill?</p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

## Planning Multilevel Instruction Using the Four Dimensions of Performance

For multilevel classes, the Four Dimensions of Performance can guide instructional planning for a wide range of learners. The dimensions of knowledge, fluency, independence, and range show how an individual develops expertise in performing a skill, so instructors can adjust instruction toward novice or expert-level practice and performance in any dimension depending on individual or group learner needs within a multilevel class. Instruction can explicitly target learners' development at their growth edge in one or more of the Four Dimensions of

Performance.

The following are examples of multilevel instruction focusing on the topic of schedules and using the Four Dimensions of Performance. Instruction can address both content and reading, writing, speaking, or listening skills to help learners develop in the area where it is most instructionally effective along the multidimensional continuum. This example targets the development of the skill of reading:

**Topic: Work Schedule**

- **Structure of Knowledge Base:** In explicit instruction, learners who are more novice along the continuum might be coached to cite basic vocabulary and/or concepts to answer questions about an authentic schedule, whereas learners who are closer to the expert end of the continuum might cite more complex evidence.
- **Fluency of Performance:** Learners who are more novice along the continuum might need to reread the schedule multiple times to find or understand targeted basic vocabulary or concepts before they can participate in a simple discussion, whereas expert learners might scan the schedule and be able to show comprehension by completing complicated tasks, such as negotiating with a coworker or boss for shift changes.
- **Independence of Performance:** Learners who are more novice along the continuum might need to be guided back to sections of the schedule to find or cite specific vocabulary or concepts, whereas learners who are closer to the expert end of the continuum might perform the task with minimal guidance.
- **Range of Conditions of Performance:** Learners who are more novice along the continuum might be able to find and list new learned vocabulary from the schedule but have difficulty recognizing or comprehending the same vocabulary or word family variations when reading a different schedule, such as a bus timetable. Learners who are closer to the expert end of the continuum might be able to use a range of schedules for various purposes, such as creating an educational plan for college or planning a business trip.

In multilevel classes, instructors can plan instruction by adjusting a lesson up or down in any of the Four Dimensions of Performance and by targeting learners' growth edges with tasks that are purposeful and engaging for learners and help learners develop their performance along the continuum. They can demonstrate their learning and development by performing these tasks with increasing knowledge, fluency, independence, and range.

## Tool 2: Selecting Texts Worth Reading

Adapted from [College and Career Readiness Standards-in-Action Trainers Guide, ELA/Literacy Foundational Unit 2](#)

**Key Advance 1.** In this section we will focus on the application of Key Advance 1, which addresses text complexity. The ability to read a complex text has a profound impact on students. Not only does it better prepare learners for college and the workforce, it is also indicative of their success in both of those areas. Learning to read a complex text is useful for a variety of academic and workplace tasks, including being able to read a college textbook, scientific journals and material in the workplace. Students who have not interacted sufficiently with complex texts may experience impediments to college and career success.

### Determining Student Levels

As an instructor, it is important to consider carefully which texts are appropriately complex for learners. The instructor should begin by determining their learners' current level of proficiency (ELPS Level 1, 2, 3, 4, or 5). One method to determine proficiency is to use the quantitative reading assessment chart below.

### Associated Quantitative Measures of Text Complexity

Range of Reading and Level of Text Complexity			
	ELPS 3	ELPS 4	ELPS 5
Common Core Band	2nd – 3rd	4th – 5th	6th – 8th
ATOS	2.75 – 5.14	4.97 – 7.03	7.0 – 9.98
Degrees of Reading Power®	42 – 54	52 – 60	57 – 67
Flesch-Kincaid	1.98 – 5.34	4.51 – 7.73	6.51 – 10.34
The Lexile Framework®	420 – 820	740 – 1010	925 – 1185
Reading Maturity	3.53 – 6.13	5.42 – 7.92	7.04 – 9.57
SourceRater	0.05 – 2.48	0.84 – 5.75	4.11 – 10.66
CASAS Reading STEPS Scores	NRS Level 4: 207 – 216	NRS Level 5: 217 – 227	NRS Level 6: 228 – 238

Another method is to read through the level-specific descriptors of the [ELPS Anchors](#) to discern which best describes the students' level(s) and choose a text accordingly.

A chart for CASAS Reading STEPS and NRS alignment to the ELPS Levels is included for reference below. See the [Oregon Adult CCRS and ELPS Correlation Chart](#) for more details.

<b>CASAS Score Ranges for NRS and ELPS Levels</b>			
<b>NRS Levels</b>	<b>Reading ABE/ASE Educational Functioning Levels</b>	<b>ELPS Levels</b>	<b>CASAS Reading STEPS Score Ranges</b>
1	Beginning ESL Literacy	1	183 and below
2	Low Beginning ESL	1	184 - 196
3	High Beginning ESL	2	197 - 206
4	Low Intermediate ESL	3	207 - 216
5	High Intermediate ESL	4	217 - 227
6	Advanced ESL	5	228 - 238

### Selecting Texts Worth Reading: Practice

For practice, you can compare a text currently used in the classroom to the qualitative text complexity rubric on the following page. Please note that this rubric is for informational text.

Note: If the text is literary, the first three features in the following rubric would remain the same, but instead of purpose, the levels of meaning should be analyzed to determine text complexity. For example, a satirical piece, where the author's literal message is in complete contrast to the underlying meaning of the text, would be considered far more complex than a text with a single level of meaning.

## Qualitative Analysis Rubric for Informational Texts

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

Feature	Slightly Complex	Moderately Complex	Very Complex
<b>Structure</b>	<p><b>Organization:</b> Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict</p> <p><b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content</p> <p><b>Use of Graphics:</b> If used, are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the text</p>	<p><b>Organization:</b> Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</p> <p><b>Text Features:</b> If used, enhance the reader's understanding of content</p> <p><b>Use of Graphics:</b> If used, are mostly supplemental to understanding the text</p>	<p><b>Organization:</b> Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline - specific traits</p> <p><b>Text Features:</b> If used, directly enhance the reader's understanding of content</p> <p><b>Use of Graphics:</b> If used, support or are integral to understanding the text</p>
<b>Language Clarity and Conventions</b>	<p><b>Conventionality:</b> Language is explicit, literal, straightforward, and easy to understand</p> <p><b>Vocabulary:</b> Words are contemporary, familiar, and conversational</p> <p><b>Sentence Structure:</b> Uses mainly simple sentences</p>	<p><b>Conventionality:</b> Language is largely explicit and easy to understand, with some occasions for more complex meaning</p> <p><b>Vocabulary:</b> Words are mostly contemporary, familiar, and conversational; rarely overly academic</p> <p><b>Sentence Structure:</b> Uses primarily simple and compound sentences, with some complex constructions</p>	<p><b>Conventionality:</b> Language is fairly complex; contains some abstract, ironic, and/or figurative language</p> <p><b>Vocabulary:</b> Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p><b>Sentence Structure:</b> Uses many complex sentences, with several subordinate phrases or clauses and transition words</p>



Feature	Slightly Complex	Moderately Complex	Very Complex
<b>Knowledge Demands</b>	<p><b>Subject Matter Knowledge:</b> Relies on everyday practical knowledge; includes simple, concrete ideas</p> <p><b>Intertextuality:</b> Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</p> <p><b>Intertextuality:</b> Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p><b>Subject Matter Knowledge:</b> Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</p> <p><b>Intertextuality:</b> Includes some references or allusions to other texts or outside ideas, theories, etc.</p>
<b>Purpose</b>	<p><b>Purpose:</b> Explicitly stated, clear, concrete, and narrowly focused</p>	<p><b>Purpose:</b> Implied but easy to identify based on context or source</p>	<p><b>Purpose:</b> Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</p>

## Qualitative Analysis Rubric for Informational Texts

You can use the rubric below to record your findings:

**Text Title and Author:**

**Type of Text (Informational or Literary):**

<b>Feature</b>	<b>Notes and Comments on the Characteristics of the Text</b> (Evidence for Placement in This Band of Complexity)	<b>Slightly Complex</b>	<b>Moderately Complex</b>	<b>Very Complex</b>
<b>Structure</b>				
<b>Language Clarity and Conventions</b>				
<b>Knowledge Demands</b>				
<b>Purpose</b>				
<b>Overall Placement</b>				
<b>Notes for Supporting Learners</b>				

## Example Qualitative Analysis Rubric for Informational Texts

**Text Title and Author:** *How long does it take to form a habit?* [Newsela](#)

**Lexile:** 580

**ATOS:** 4.7

**Type of Text (Informational or Literary):** Informational

Feature	Notes and Comments on the Characteristics of the Text (Evidence for Placement in This Band of Complexity)	Slightly Complex	Moderately Complex	Very Complex
<b>Structure</b>	The text is clearly organized with a numbered list of tips. The tips are bolded headings and followed by a brief explanation and example of the tip. The pictures are directly related to the example.	✓		
<b>Language Clarity and Conventions</b>	Most of the language used in the article is explicit and easy to understand. However, there are a few words that have more complex and/or colloquial meaning, such as “arise,” “stick to,” and “work around.” In addition, occasional sentence structure is more complex, for example, “Just fight the thought with something like this: “...but I love how energized I feel after a workout.” Something else to consider is that the article switches between imperative and narrative sentences.		✓	
<b>Knowledge Demands</b>	This text is about every day, practical ideas such as eating, being organized, cleaning, and exercising.	✓		
<b>Purpose</b>	The title of the article implies that the purpose of the article is to address how long it takes to form a habit; however, the article doesn’t explicitly answer the title. It describes the steps to form a habit and talks about it taking time, but it doesn’t answer the question in the title.		✓	
<b>Overall Placement</b>		✓		
<b>Notes for Supporting Learners</b>	If this text is used as part of a unit about goal setting or health, the vocabulary will be addressed in the lesson, making this article slightly complex for the ELPS Level 3/CCRS Level B class. A good question for the class to consider is whether the content of the article answers the question in the title.			

This chart was created using the LINC examples and the Newsela article noted above.

### Tool 3: Identifying Questions Worth Answering

Adapted from [College and Career Readiness Standards-in-Action Trainers Guide, Foundational Unit 3](#)

**Key Advance 2.** This advance emphasizes the ability to find evidence in a text; moreover, answering questions worth asking is a critical college and workplace skill. Students need to be able to engage with a text as well as extract and employ evidence from the text to support their answers to questions about the text. Students unable to locate evidence in a text are less likely to be able to read critically, find relevant information, or apply their knowledge in a college or workplace setting. Learning to find evidence to support answers is useful in reading job descriptions, bills, schedules, college texts, writing evidence-based papers, and reading and writing workplace materials. The ability to cite evidence is a hallmark of strong readers and writers, and most college and workplace writing requires citing evidence as detail and support.

To cultivate their knowledge base, students must read and write regularly about texts that offer new vocabulary, new ideas, and new modes of thought.

**Text-dependent questions** push students to rely solely on the text, not on their background knowledge, for insight and analysis. They require reliance on the language and mechanics of the text itself, rather than personal experience or opinion. These kinds of text-based questions probe the specifics of the text and avoid “canned” questions that could be asked about any text. Text-dependent questions identify the text as the “expert” in the room.

A note about prior knowledge: While bringing prior knowledge and experience into the classroom is important and essential for adult learners, it is crucial for educators to plan the building of knowledge based on texts and text-dependent questions in order to create an equitable “playing field.” For example, if classroom instruction requires learners to discuss a particular topic (e.g., comparing educational differences between prior classroom experience in other countries or cultures with the expectations for active learning in most American classrooms), evidence about the topic must be included as part of classroom instruction in the form of text-dependent questions. Learners must not be required to rely on their own prior knowledge and experience in order to participate in the activity. This way, learners can use their prior knowledge and experience to enhance their participation, but no learner will be put at a disadvantage for not having prior knowledge or experience about a topic (e.g., having had limited education due to childhood environment or interrupted education due to wartime displacement). [The Role of Prior Knowledge](#) in Section 2 provides additional information.

The following are some examples of non-text dependent and text-dependent questions:

Non-Text-Dependent Questions	Text-Dependent Questions
There are 6 steps for washing your hands on the Washington State Department of Health “Be a Germ Buster...Wash Your Hands!” poster. How often do you wash your hands?	What is Step 4 on the Washington State Department of Health “Be a Germ Buster...Wash Your Hands!” poster?
On the WHO poster “Oxygen Cylinder Safety,” there are rules for working with oxygen cylinders. What is your experience working with oxygen?	On the WHO poster “Oxygen Cylinder Safety,” there are rules for working with oxygen cylinders. According to the poster, how should oxygen cylinders be stored?
In “Letter from a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss a time when you wanted to fight against something that you felt was unfair.	Dr. King received a letter while he was in jail. What can you infer about that letter based on Dr. King’s “Letter from a Birmingham Jail” response?

As an instructor, it is important to be able to identify questions worth answering. Effective questions help students collect the evidence they need to support their claims and conclusions about a text they are reading.

## Identifying Questions Worth Answering: Practice 1 (ELPS Level 1)

Read the following workplace injury report, and complete Worksheet 1 that follows.

Sunshine Laundry Workplace Injury Report	
<b>Name of Employee:</b> Miguel Ochoa Garcia <b>Occupation:</b> Laundry Machine Operator	<b>Date of Birth:</b> 6/5/1987
<b>Address:</b> 1860 S. Beech St. <b>City:</b> Medford <b>State:</b> Oregon <b>Zip:</b> 97501	<b>Gender</b> (check one): <input checked="" type="checkbox"/> male <input type="checkbox"/> female <input type="checkbox"/> non-binary/non-conforming <input type="checkbox"/> prefer not to answer
<ul style="list-style-type: none"><li>• <b>Date of Accident:</b> 10/11/2022</li><li>• <b>Time of Accident:</b> 3:15pm</li><li>• <b>Place of Accident:</b> Laundry Room</li></ul>	<b>Marital Status</b> (check one): <input type="checkbox"/> single <input type="checkbox"/> married <input checked="" type="checkbox"/> divorced <input type="checkbox"/> widowed <input type="checkbox"/> prefer not to answer
<b>Type of Injury</b> (check all that apply): <input type="checkbox"/> cut <input type="checkbox"/> burn <input type="checkbox"/> bruise <input type="checkbox"/> fracture <input checked="" type="checkbox"/> sprain <input type="checkbox"/> other (explain):	<b>Body Part Injured</b> (check all that apply): <input type="checkbox"/> arm <input type="checkbox"/> hand <input checked="" type="checkbox"/> finger <input type="checkbox"/> leg <input type="checkbox"/> foot <input type="checkbox"/> chest <input type="checkbox"/> ear <input type="checkbox"/> eye <input type="checkbox"/> head
<b>Employee signature:</b> <i>Miguel Ochoa Garcia</i>	<b>Date:</b> 10/06/2022
<b>Supervisor signature:</b> <i>John Smith</i>	<b>Date:</b> 10/07/2022

## Worksheet 1: Identifying Questions Worth Answering

The following worksheet with questions about the workplace injury report offers practice with identifying questions about a personal form to learn how text-dependent questions inform instruction.

Worksheet 1: Identifying Questions Worth Answering Workplace Injury Form				
Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in Step 1, you do not need to work with the question again until Step 4.				
<b>Steps:</b>				
1. <b>Y/N:</b> Could a student find <b>evidence in the text</b> to answer this question?				
2. <b>R:</b> Does a reader need to <b>read closely</b> and <b>use reasoning</b> to answer this question?				
3. <b>V:</b> Does the question ask about a <b>vocabulary</b> word in the text?				
4. <b>WA:</b> Is this a question <b>worth asking</b> ? If not, could you revise it to make it worth asking?				
Y/N	R	V	WA	Questions and Tasks
				Q1. Who needs to use this form?
				Q2. What is the purpose of this workplace injury report?
				Q3. What is the name of the worker?
				Q4. What is your job?
				Q5. When and where did the injury happen?
				Q6. What is the injury?
				Q7. Where does the worker live?
				Q8. Where do you live?
				Q9. What injuries can happen in the workplace?
				Q10. When was this workplace injury report signed?

## Worksheet 1 Reflection

After you have completed this activity, think about which questions were the most difficult to analyze and why.

Reflect on the following:

- Would students have to return to the workplace injury report to answer the questions about it?
- Would the questions about the workplace injury report require students to read closely and use reasoning to arrive at a well-supported answer?
- How would the questions that you checked in the WA (Worth Asking) column in the worksheet strengthen students' reading comprehension?

After you have reflected on this activity, check the answer key for Worksheet 1 below.



## Worksheet 1: Answer Key Workplace Injury Report

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in Step 1, you do not need to work with the question again until Step 4.

### Steps:

1. **Y/N**: Could a student find **evidence in the text** to answer this question?
2. **R**: Does a reader need to **read closely** and **use reasoning** to answer this question?
3. **V**: Does the question ask about a **vocabulary** word in the text?
4. **WA**: Is this a question **worth asking**? If not, could you revise it to make it worth asking?

Y/N	R	V	WA	Questions and Tasks:
Y	R	–	WA	Q1. Who needs to use this form?
Y	R	V	WA	Q2. What is the purpose of this workplace injury report?
Y	--	--	WA	Q3. What is the name of the worker?
Initially N, but Y with revision in italics				Q4. What is <del>your job</del> <i>the job of the employee on the report</i> ?
Y	–	V	WA	Q5. What is the injury?
Y	R	V	WA	Q6. When and where did the injury happen?
Y	R	--	WA	Q7. Where does the worker live?
N	–	–	--	Q8. <del>Where do you live?</del>
N	--	--	--	Q9. <del>What injuries can happen in the workplace?</del>
Y	R	V	WA	Q10. When was this workplace injury report signed?

## Identifying Questions Worth Answering: Practice 2 (ELPS Level 2 or 3)

Read the following community events calendar, and complete Worksheet 2 that follows.

Community Events in May						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1 <b>Community Heritage Museum</b> \$1 Day	2	3	4	5 <b>Cinco de Mayo Fiesta</b> 3pm-dusk Salish Park	6
7 <b>Plant Sale</b> 1-5pm Dorion Park	8	9	10 <b>Seniors Dance Class</b> Noon Clark Center	11	12	13 <b>Farmers Market</b> 10am-4pm 5 <sup>th</sup> and Pine
14	15	16 <b>Town Hall Meeting</b> 6:30pm Adams H.S.	17	18	19 <b>Twilight Bike Ride</b> 7pm Tyee Square	20
21 <b>Chinook 5K Run</b> 8am Salish Park	22	23	24 <b>Seniors Dance Class</b> Noon Clark Center	25	26	27 <b>Farmers Market</b> 10am-4pm 5 <sup>th</sup> and Pine
28	29 <b>Memorial Day Festival</b> 10am-dusk Dorion Park	30	31 <b>Job Fair</b> 9am-2pm Clark Center	1	2	3

## Worksheet 2: Identifying Questions Worth Answering

The following worksheet with questions about the community events calendar offers practice with identifying questions about community events and calendar information to learn how text-dependent questions inform instruction.

Worksheet 2: Identifying Questions Worth Answering Community Events Calendar				
<p>Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in Step 1, you do not need to work with the question again until Step 4.</p> <p><b>Steps:</b></p> <ol style="list-style-type: none"> <li>1. <b>Y/N:</b> Could a student find <b>evidence in the text</b> to answer this question?</li> <li>2. <b>R:</b> Does a reader need to <b>read closely</b> and <b>use reasoning</b> to answer this question?</li> <li>3. <b>V:</b> Does the question ask about a <b>vocabulary</b> word in the text?</li> <li>4. <b>WA:</b> Is this a question <b>worth asking</b>? If not, could you revise it to make it worth asking?</li> </ol>				
Y/N	R	V	WA	Questions and Tasks
				Q1. When can you go to the Farmer's Market?
				Q2. What is your favorite park?
				Q3. What event is happening on Sunday, May 21?
				Q4. How much does it cost for a family of 4 to visit the Community Heritage Museum on May 1?
				Q5. Who can take the dance classes?
				Q6. When and where is the Memorial Day Festival?
				Q7. What is happening at a local high school?
				Q8. One kilometer is equal to about 0.6 miles. What is the total distance of the Chinook Run?
				Q9. What do you and your family like to do every weekend?
				Q10. Which of these community events is interesting to you?
				Q11. Why does the Bike Ride begin at 7pm?
				Q12. Are there any events related to a specific culture?
				Q13. Where and when can you look for work?

## Worksheet 2 Reflection

After you have completed Worksheet 2, think about which questions were the most difficult to analyze and why.

Reflect on the following:

- Would students have to return to the community event calendar to answer the questions about it?
- Would the questions about the community event calendar require students to read closely and use reasoning to arrive at a well-supported answer?
- How would the questions that you checked in the WA (Worth Asking) column in the worksheet strengthen students' reading comprehension?

After you have reflected on this activity, check the answer key for Worksheet 2 below.

## Worksheet 2: Answer Key Community Events Calendar

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in Step 1, you do not need to work with the question again until Step 4.

### Steps:

1. **Y/N:** Could a student find **evidence in the text** to answer this question?
2. **R:** Does a reader need to **read closely** and **use reasoning** to answer this question?
3. **V:** Does the question ask about a **vocabulary** word in the text?
4. **WA:** Is this a question **worth asking**? If not, could you revise it to make it worth asking?

Y/N	R	V	WA	Questions and Tasks:
Y	–	–	WA	Q1. When can you go to the Farmer's Market?
N	–	–	–	Q2. <del>What is your favorite park?</del>
Y	–	–	WA	Q3. What event is happening on Sunday, May 21?
Y	R	–	WA	Q4. How much does it cost for a family of 4 to visit the Community Heritage Museum on May 1?
Y	R	V	WA	Q5. Who can take the dance classes?
Y	–	–	WA	Q6. When and where is the Memorial Day Festival?
Initially N, but Y with revision in italics				Q7. <i>According to the calendar</i> , what is happening at a local high school?
Y	R	V	WA	Q8. One kilometer is equal to about .6 miles. What is the total distance of the Chinook Run?
N	–	–	–	Q9. <del>What do you and your family like to do every weekend?</del>
Y	R	–	WA	Q10. Which of these community events is interesting to you?
Y	R	V	WA	Q11. Why does the Bike Ride begin at 7pm?
Y	R	V	WA	Q12. Are there any events related to a specific culture?
Initially N, but Y with revision in italics				Q13. When and where can you look for work <i>according to the calendar</i> ?

### Identifying Questions Worth Answering: Practice 3 (ELPS Level 5)

Read the following excerpt, and complete Worksheet 3 that follows.

#### **Linda R. Monk's *The Words We Live By: Your Annotated Guide to the Constitution* from "The Preamble: We the People"**

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty. But who are “We the People”? This question troubled the nation for centuries. As Lucy Stone, one of America’s first advocates for women’s rights, asked in 1853, “‘We the People’? Which ‘We the People’? The women were not included.” Neither were white males who did not own property, American Indians, or African-Americans—slave or free. Justice Thurgood Marshall, the first African-American on the Supreme Court, described the limitation: “For a sense of the evolving nature of the Constitution, we need look no further than the first three words of the document’s preamble: ‘we the people.’” When the founding fathers used this phrase in 1787, they did not have in mind the majority of America’s citizens ... the men who gathered in Philadelphia in 1787 could not ... have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of an African slave.” Through the Amendment process, more and more Americans were eventually included in the Constitution’s definition of “We the People.” After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African-Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-Sixth Amendment extended suffrage to eighteen-year-olds.

### Worksheet 3: Identifying Questions Worth Answering

The following worksheet with questions about *The Words We Live By: Your Annotated Guide to the Constitution* by Linda R. Monk offers practice with identifying questions about this authentic text to learn how text-dependent questions inform instruction.

Worksheet 3: Identifying Questions Worth Answering <i>The Words We Live By: Your Annotated Guide to the Constitution</i>				
Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in step 1, you do not need to work with the question again until step 4.				
<b>Steps:</b>				
1. <b>Y/N:</b> Could a student find <b>evidence in the text</b> to answer this question?				
2. <b>R:</b> Does a reader need to <b>read closely</b> and <b>use reasoning</b> to answer this question?				
3. <b>V:</b> Does the question ask about a <b>vocabulary</b> word in the text?				
4. <b>WA:</b> Is this a question <b>worth asking</b> ? If not, could you revise it to make it worth asking?				
Y/N	R	V	WA	Questions and Tasks:
				Q1. What is (and isn't) the meaning of "popular sovereignty"?
				Q2. Why does Monk claim that popular sovereignty is the form of government in America?
				Q3. What other forms of government are possible?
				Q4. Is Lucy Stone confused when she asks "Which 'We the People'?"
				Q5. Why does Monk ask this question: "Which 'We the People' has 'troubled the nation'?"
				Q6. Which other groups in the United States have not been included as part of "We the People"?
				Q7. What does the phrase "founding fathers" mean?
				Q8. Who were the most famous and important founding fathers?
				Q9. Why does Marshall think the founding fathers could not have imagined a female or Black Supreme Court justice?
				Q10. Having discussed the meaning of Marshall's quote, ask students to put his ideas in their own words, paraphrased briefly in two to three sentences while carefully considering sentence structure.
				Q11. What evidence is there in paragraph three to support Marshall's claim about "the evolving nature of the Constitution"?
				Q12. What other rights should be given to 18-year-olds other than the right to vote and serve in the Army?
				Q13. How does Marshall's presence on the Supreme Court illustrate the evolution of the Constitution?

### Worksheet 3 Reflection

After you have read *The Words We Live By: Your Annotated Guide to the Constitution*, decide what is the enduring understanding or essential idea of the article.

Think about which questions were the most difficult to analyze and why.

Ask yourself: What is the enduring understanding (the big idea) of the excerpt? Think about whether any one of the questions is asking about that big idea and note it at the bottom of the worksheet.

After completing this activity, reflect on the following:

- Would students have to return to Monk's essay to answer the questions about it?
- Would the questions from Monk's essay ask students to read closely and use reasoning to arrive at a well-supported answer?
- How would the questions that you checked in the WA (Worth Asking) column in the worksheet strengthen students' reading comprehension?



### Worksheet 3: Answer Key

#### *The Words We Live By: Your Annotated Guide to the Constitution*

Use the following key to label the questions below. Questions can receive more than one mark/fulfill more than one category. If you answer N to a question in step 1, you do not need to work with the question again until step 4.

#### Steps:

1. **Y/N:** Could a student find **evidence in the text** to answer this question?
2. **R:** Does a reader need to **read closely** and **use reasoning** to answer this question?
3. **V:** Does the question ask about a **vocabulary** word in the text?
4. **WA:** Is this a question **worth asking**? If not, could you revise it to make it worth asking?

Y/N	R	V	WA	Questions and Tasks:
Y	--	V	WA	Q1. What is (and isn't) the meaning of "popular sovereignty"?
Y	--	--	--	Q2. Why does Monk claim that popular sovereignty is the form of government in America?
N	--	--	--	Q3. <del>What other forms of government are possible?</del>
Y	--	--	WA	Q4. Is Lucy Stone confused when she asks "Which 'We the People'?"
Y	--	--	--	Q5. Why does Monk ask this question: "Which 'We the People' has 'troubled the nation'?"
Initially N, but Y with revision in italics				Q6. <i>According to the article</i> , which other groups in the United States have not been included as part of "We the People"?
Initially N, but Y with revision in italics				Q7. What does the phrase "founding fathers" <i>mean in the context of Thurgood Marshall's quote</i> ?
N	--	--	--	Q8. <del>Who were the most famous and important founding fathers?</del>
Y	R	--	WA	Q9. Why does Marshall think the founding fathers could not have imagined a female or Black Supreme Court justice?
Y	R	--		Q10. Having discussed the meaning of Marshall's quote, ask students to put his ideas in their own words, in a brief two- to three- sentence paraphrase, carefully considering sentence structure as they do.
Y	R	V	--	Q11. What evidence is there in paragraph three to support Marshall's claim about "the evolving nature of the Constitution"?
N	--	--	--	Q12. <del>What other rights should be given to 18-year-olds other than the right to vote and serve in the Army?</del>
Y	R	--	WA	Q13. How does Marshall's presence on the Supreme Court illustrate the evolution of the Constitution?

## Tool 4: Creating High-Quality Writing Prompts

Adapted from [College and Career Readiness Standards-in-Action Trainers Guide, Foundational Unit 4](#)

**Key Advance 3:** Reading, researching, and writing about texts are key to gaining knowledge. Creating high-quality writing prompts is essential for this. A well-crafted writing prompt can be a highly effective summative learning activity, not just for learning to write but also for reading comprehension and building knowledge.

There is a research-based rationale for building knowledge from texts:

- Prior knowledge is a strong predictor of students' ability to comprehend complex texts. To cultivate their knowledge, students must read and write regularly about content-rich, complex texts (Hampton and Kintsch).
- Writing about what they read improves students' comprehension of the text as well as their writing skills (Graham and Hebert).
- The reading deficit is integrally bound to a knowledge deficit (Hirsch). There are implications of building knowledge for instruction:
  - Provide coherent selections of content-rich, strategically sequenced texts so students can build knowledge about a topic.
  - *Always* demand evidence in student writing.
  - Provide well-crafted writing prompts as a summative learning activity, not only to improve writing, but also to strengthen reading comprehension.
  - Ask students to regularly conduct short, focused research projects and defend their point of view to create a useful and lasting knowledge base.

There are strategies instructors can use to identify and create strong writing prompts.

### Creating High-Quality Writing Prompts: Practice 1 (ELPS Level 2-3)

A practice activity for creating high-quality writing prompts involves the *Community Events in May*. This calendar is available in this document in the preceding section entitled [Identifying Questions Worth Answering](#). Compare the following two writing prompts for this reading:

**Prompt 1:** Complete the chart with the correct information. You will not use all events.

Event	Date (day, ordinal number)	Time	Location
	Monday, 1st		
		1-5pm	
Twilight Bike Ride			
			Clark Center

Answer the following questions.

1. My friend likes exercise. Which event should he attend?  
\_\_\_\_\_
2. Sylvia wants to buy fresh vegetables for dinner. Which event should she attend?  
\_\_\_\_\_
3. I am interested in my local government. Which event should I attend?  
\_\_\_\_\_

**Prompt 2:** You work on Mondays, Wednesdays, and Fridays from 8am - 2pm.

1. Complete the chart with 3 events you can attend based on your schedule.

Event	Date	Time	Location

2. Do these 3 events look interesting to you? Yes    No
3. If you had to choose one event to attend, which would you choose and why?

I would choose \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

4. If you had to choose another event, which would you choose and why?

I would choose \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_

**Analysis:** Use the ELPS Anchors to determine which prompt is aligned to the standards and

which prompt is not.

Use these questions to guide your creation of writing prompts or when deciding if the prompt is aligned to the standards:

1. Is the question worth asking?
2. Does it provide students with an opportunity to explore what they have learned from the text?
3. Does it ask students to include evidence from the text in their response?
4. Does the prompt use the language of the ELPS where appropriate?
5. Is the prompt reasonable for the time and energy allotted?

Based on your answers to the questions above, which prompt did you decide is the best? In other words, which prompt is most likely to push students to increase their language skills and build their knowledge?

Prompt 2 is the most effective prompt. Review the ELPS Anchors to determine which are embodied in the ELPS-aligned writing prompt. Consider these questions:

1. What is the value of the text-dependent prompt (Prompt 2) compared with the other prompt (Prompt 1)?
2. What ELPS Anchors do you think students would address when working on responses to Prompt 2?
3. What changes to your current practice might this type of writing require?

**Check your work:** The following ELPS Anchors are embodied in this writing prompt activity using *The Community Events in May*:

- ELPS Anchors 1, 2, 3, 4, 5, 6, 9, 10 (corresponding to CCRS Reading Anchors 1, 3, 5, 6, and 10 and Writing Anchors 1 and 9).
  - Prompt 1 requires learners to use critical reading skills (Anchors 1, 2, and 3 at Levels 2 and 3) to fill in the blanks of the chart. The written answers to the questions that analyze the completed chart can be short answers or complete sentences. This prompt focuses on reading comprehension and not on a high-quality writing prompt based on questions worth asking.
  - Prompt 2 requires learners to use critical reading (Anchors 1, 2, and 3 at Levels 2 and 3), writing, and thinking skills to complete both the chart and sentence stems. To achieve Level 2, Anchor 4, learners need to 'give reason to support the claim', and Level 3, Anchor 4, learners 'construct a claim and support it.' This prompt focuses on reading and writing skills to support language development through a high-quality writing prompt based on questions worth asking.

## Creating High-Quality Writing Prompts: Practice 2 (ELPS Level 5)

A practice activity for creating high-quality writing prompts involves an excerpt from Linda R. Monk's *The Words We Live By: Your Annotated Guide to the Constitution* (Lexile: 1250). This excerpt is available in this document in the preceding section entitled [Identifying Questions Worth Answering](#). Compare the following two writing prompts for this reading:

**Prompt 1:** The Constitution of the United States is one of the best-known documents about the rights of humans ever written. Yet it was written by men who themselves denied others (their own wives, mothers and daughters, people of color, people who rented rather than owned their homes) the same rights they were protecting in the Constitution. Write an essay exploring the irony of this fact. You can draw on the writing we studied, other parts of the Constitution, or other sources to write this essay.

**Prompt 2:** Consider the claims made about the purpose of the Constitution and the source of its legitimacy traced in the excerpt from Linda R. Monk's *The Words We Live By: Your Annotated Guide to the Constitution*. How does Thurgood Marshall's presence on the Supreme Court illustrate the evolution of the Constitution? Use evidence from the excerpt to develop your answer.

**Analysis:** Use the ELPS Anchors to determine which prompt is aligned to the standards and which prompt is not.

Use these questions to guide your creation of writing prompts or when deciding if the prompt is aligned to the standards:

1. Is the question worth asking?
2. Does it provide students with an opportunity to explore what they have learned from the text?
3. Does it ask students to include evidence from the text in their response?
4. Does the prompt use the language of the ELPS where appropriate?
5. Is the prompt reasonable for the time and energy allotted?

Based on your answers to the questions above, which prompt did you decide is the best? In other words, which prompt is most likely to push students to increase their language skills and build their knowledge?

Prompt 2 is the most effective prompt. Review the ELPS Anchors to determine which are embodied in the ELPS-aligned writing prompt. Consider these questions:

1. What is the value of the text-dependent prompt (Prompt 2) compared with the other prompt (Prompt 1)?
2. What ELPS Anchors do you think students would address when working on responses to Prompt 2?

3. What changes to your current practice might this type of writing require?

**Check your work:** The following ELPS Anchors are embodied in this writing prompt activity using *The Words We Live By: Your Annotated Guide to the Constitution*:

- ELPS Anchors 1, 4, 5, 6, 9 (corresponding to CCRS Reading Anchors 1, 2, 3, 6, and 8 and Writing Anchors 1 and 9)

## Tool 5: Supports and Scaffolding Recommendations by Level<sup>8</sup>

	ELPS Levels 1 - 2	ELP Levels 3 - 4	ELP Level 5
<b>Teacher Language and Teacher-Student Exchanges</b>	<ul style="list-style-type: none"> <li>• Give wait time</li> <li>• Use contextualized language about concrete topics</li> <li>• Repeat, paraphrase, model, and gesture</li> <li>• Use think alouds to model processes and language</li> <li>• Give one-step directions</li> <li>• Use native language as appropriate</li> <li>• Have students demonstrate understanding by pointing or gesturing</li> <li>• Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Give wait time</li> <li>• Use contextualized language about concrete and abstract topics</li> <li>• Repeat, paraphrase, and model</li> <li>• Use think alouds to model process and language</li> <li>• Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Model complex grammatical language about both concrete and abstract topics</li> </ul>
<b>Materials and Activities</b>	<ul style="list-style-type: none"> <li>• Build background</li> <li>• Use visuals</li> <li>• Use total physical response (TPR)</li> <li>• Use graphic organizers</li> <li>• Use illustrations and photos to show student understanding</li> <li>• Use native language texts or ELP level-appropriate texts as a supplement to complex texts</li> <li>• Purposefully teach vocabulary</li> <li>• Provide bilingual glossaries</li> <li>• Provide word/phrase cards with photo or illustration for definition</li> <li>• Provide audio books (in English and native language) to support content learning</li> <li>• Provide sentence starters and frames</li> <li>• Draw and label or write words/short sentences</li> <li>• Complete vocabulary log with images</li> </ul>	<ul style="list-style-type: none"> <li>• Build background</li> <li>• Use visuals</li> <li>• Use TPR</li> <li>• Use graphic organizers</li> <li>• Use acting or role plays to demonstrate student understanding</li> <li>• Use native language texts or ELP level-appropriate texts as a supplement to complex texts</li> <li>• Purposefully teach vocabulary</li> <li>• Provide bilingual glossaries</li> <li>• Provide word/phrase cards with photo or illustration for definition</li> <li>• Provide audio books (in English and native language) to support content learning</li> <li>• Provide word/phrase banks</li> <li>• Provide sentence starters and frames</li> </ul>	<ul style="list-style-type: none"> <li>• Build background</li> <li>• Use visuals</li> <li>• Use graphic organizers</li> <li>• Purposefully teach vocabulary</li> <li>• Provide bilingual glossaries</li> <li>• Provide audio books (in English) to support content learning</li> <li>• Analyze complex grammatical language about both concrete and abstract topics</li> </ul>
<b>Student Groupings</b>	<ul style="list-style-type: none"> <li>• Partner work (with additional scaffolds)</li> <li>• Small groups (with teacher support and additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work (with additional scaffolds)</li> <li>• Small groups (with additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work</li> <li>• Small groups</li> </ul>

<sup>8</sup> As cited in the ELPS for Adult Education: Adapted from WIDA Consortium. (n.d.). WIDA support examples across levels. Retrieved from <https://lincwellell.wikispaces.com/file/view/WiDA+Support++Examples+Across+Levels.pdf>

## Tool 6: Proportional Reasoning in Mathematics and Writing

Proportional reasoning is the comparison of ratios in mathematics which allows us to analyze the parts in relation to the whole. In writing, proportional reasoning can be used to answer a question with a whole sentence or a fragment sentence. Another use of proportional reasoning in a reading or writing class is to structure support for an idea or argument. The OAELPS Math Applications support Math Practice 4 which states, “A student might apply proportional reasoning to plan a school event that includes deciding all of the tasks that need to happen in order for the whole event to be successful,” (OACCRS Mathematics Handbook, p. 18). Proportional reasoning requires balance which is determined based on purpose. In OAELPS, we can use proportional reasoning to achieve Anchor 4 in a variety of ways when applied to the classroom:

Career readiness applications:

- Recruiting manager needs to recruit a new employee. Compare and contrast candidates based on given criteria.
- Evaluate online products needed for the office by comparing star reviews and/or written evaluations.

College readiness applications:

- Use a Problem-Solution structure to emphasize the needs of the whole problem. This highlights where the solution(s) can be formed.
- Use a Pro-Con structure to review two good ideas. Compare and contrast to evaluate, create a counterargument and refutation, and then offer a rebuttal to demonstrate which is better. Each of these steps in forming an argument is in proportional reasoning to the purpose of the argument.
- In paragraphs, proportional reasoning is used in comparing the thesis statement to controlling ideas, main idea to the support, or the evidence to the explanation.
- In complex sentences, analyze the logic between the dependent and independent clauses.

Note: The colon (:), a mathematical ratio symbol, can work in the same way for both math and English. It separates the parts from the whole. For example, 1:2 (To cook rice: use 1 part rice to 2 parts water).



## Tool 7: What It Looks Like in Practice

The following four scenarios are taken from the English Language Proficiency Standards and modified to fit the language and layout of the Oregon Adult English Language Proficiency Standards. They are scenarios that provide examples of instruction based on the standards.

### Scenario #1

*In the following scenario, an instructor of a low-intermediate English language acquisition class realizes his students might not understand the lesson he originally planned. He wants to adapt it so that the lesson is more appropriate for them. He uses the ELPS Anchors and the correspondences with the CCR Reading Standards to inform his instruction.*

#### **Low-Intermediate English Language Acquisition Class**

Carlos organizes his low-intermediate general skills ESL class by themes. This month he is focusing on the local community and characteristics of a good community. His students have learned about places in the community and what you do there. For example, they have talked about banks, schools, the post office, and stores.

Now he's turning his emphasis to improving the community through activities such as a neighborhood watch and block clubs. Students are using the Internet and flyers to conduct small research projects to find out about these activities. At the end of the week students will work in a group to create a poster illustrating different ways that people improve their communities. Then, they will showcase their poster to the class.

Carlos knows that he wants his students to read authentic materials such as websites and flyers about neighborhood activities. However, he also realizes that students may find these materials challenging to understand. To shape his upcoming lessons and assist his students in gathering useful information from the difficult readings, he looks at the [cross-level matrix](#) of the anchors. In particular, he focuses on ELPS Anchor 1. ELPS Anchor 1 says *An ELL can construct meaning from...informational text through level-appropriate listening, reading, and viewing.*

Carlos first looks at ELPS Anchor 1, levels 2–3 (where his students generally fit). He realizes that the objectives of his reading-focused lessons can center on identifying the main topic and a few key details for his Level 2 students. He also sees that his more proficient Level 3 students can be expected to answer questions about key details and summarize part of the text. Carlos also notes that the lessons he's planning to help his students access complex texts correspond to CCRS Reading Anchors 1, 2, and 7.

## Scenario #2

*In the following scenario, an instructor of an Integrated English Literacy (IEL) Civics class is very familiar with the OACCRS. She wants to support her students in reaching these. She uses the ELPS Anchors in the OAELPS Handbook and the correspondences to the relevant OACCRS Language Arts to inform her instruction.*

### IEL Civics Class

Elena's intermediate adult IEL Civics class focuses on speaking and listening skills. The class meets 5 days a week for 1 hour each day. As she is beginning a unit on career exploration, she identifies three key objectives for the unit. They are as follows:

- Conduct a research project on a career cluster and its related jobs.
- Build knowledge of a specific job of interest to the student.
- Present information about this specific job.

As a culminating assignment, Elena will have each student prepare a short oral presentation with a slideshow about a job of his or her choosing. Elena knows that the objectives she has in mind correspond well to CCRS Writing Anchor 7 and CCRS Speaking & Listening Anchor 4. CCRS W7 is: *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.* CCRS SL4 is: *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

Using the OAELPS handbook, Elena does a quick "Ctrl + F" search with the key words: *CCRS Anchor 7*. She immediately sees that ELPS Anchor 5 corresponds to CCRS Writing Anchor 7. She then does another "Ctrl + F" search for *CCRS Anchor 4* and finds that ELPS Anchors 3, 4, 5, and 9 provide guidance on the language demands for CCRS Speaking & Listening Anchor 4. In particular, ELPS Anchors 3 and 5 highlight language skills focused on oral presentations and conducting research projects. ELPS Anchor 3 is: *An ELL can speak and write about level-appropriate complex literary and informational texts and topics.* ELPS Anchor 5 is: *An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.*

She focuses her attention on ELPS levels 2–4 (where her wide range of intermediate students fall) of ELPS Anchors 3 and 5. Using the level descriptors as a guide, she can easily craft activities with varying levels of challenge for her students. For example, ELPS 5 suggests that her lower level students can gather information from provided print and digital sources, record simple notes, and summarize key information. Her higher level students can find their own resources, synthesize information from these sources, and integrate the information into an organized oral or written report.

Elena knows that by basing her lesson ideas on these varying tasks, her students are well on their way to reaching this rigorous CCRS Anchor. By engaging in the tasks Elena has designed, her adult ELLs are touching on several other CCRS Anchors for Adult Education. They are also learning about a specific career pathway and gaining confidence in formal communication in English.

### Scenario #3

*In the following scenario, an instructor of an Integrated Education and Training (IET) class has specific medical and language objectives in mind for her lesson. She uses Table 3 (below) to understand the correspondences between the OACCRS Language Arts and the OAELPS. She then uses the OAELPS and the corresponding OACCRS Language Arts to inform her instruction.*

#### **IET Class**

Amani's IET class prepares non-native English speakers for careers in health care, specifically as certified nursing assistants (CNAs). As a registered nurse herself, the focus with her advanced group of adult ELLs this week is on taking vital signs. She tries to integrate language support into this course in addition to the practical skills they need. Amani wants to make sure that her students are prepared for the interactions and people skills required in caring for ill or elderly people.

Amani already has specific medical objectives in mind for today's lesson. Students will practice taking each other's pulse and blood pressure readings and record this information in a table. She would also like to integrate conversation practice into this lesson. She wants her students to be able to make requests of their patients, explain what they are doing, and build rapport.

Amani turns first to Table 3 (below), which provides correspondences between the CCRS Language Arts and the ELPS. She knows that she wants to focus on CCRS Speaking and Listening Anchor 1, which is: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively*. She finds that this CCRS anchor corresponds to ELPS Anchor 2.

Amani next turns to the [cross-level matrix](#) so as to better understand the language demands required to meet the rigorous CCRS anchor. As her students are very high-level speakers of English, she focuses on levels 4–5 of ELPS Anchor 2. ELPS 2 is: *An ELL can participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions*. In the descriptors for Levels 4 & 5, she focuses in particular on these elements: *participate in conversations about a range of topics, build on the ideas of others, and express ideas clearly*.

Amani then looks at the applications in the [single-level-views for Anchor 2, Level 4](#) to get some ideas of how to participate, build and express. She notes these applications:

- Organize, develop, and record ideas to communicate points or focus listening (e.g., a note with questions to ask, a list of things to say, information to listen for)
- Role play anticipated interactions

- Consider reactions of the listening/speaker to the interaction (e.g., surprise, doubt)
- Make intentional, respectful communication choices based on an understanding of cultural or situational expectations
- Organize speaking points to emphasize the purpose (e.g., to inform, persuade, entertain)

Seeing these speaking and listening applications helps her decide to add an activity to her pulse and blood pressure lesson. She plans an activity for students to brainstorm ice-breaker questions they might ask nursing home residents, possible responses from residents, and topics to avoid. Amani also plans to have students practice the specific language needed to describe what they are doing to the patients in the process of taking their blood pressure. For example, *Please roll up your sleeves*. Students will focus on cultural awareness as well as the quantity of speech they produce and their articulation when speaking.

### Correspondences between ELPS Anchors and CCRS Anchors

As you begin to use the OAELPS, you may identify additional correspondences not captured in this scenario. Thus, the three tables presented below are intended to be a starting point for you in analyzing the standards and correspondences together. These mappings are intended to orient you to the linguistic commonalities between the ELPS anchors and CCR content standards. Use them in tandem with the [cross-level matrix](#) and the [single-level views](#) to facilitate instruction that is targeted to ELLs' specific level(s) of language proficiency.

**Table 3** displays correspondences between the ELPS and CCRS Language Arts Anchors. These correspondences are made at the anchor<sup>9</sup> level. The only exception to this is in the correspondence between ELPS Anchor 9 and CCRS Reading Anchor 1E. In this case, the corresponding reading anchor level is at a granular level rather than at an anchor level (that is, 1E).

There are different ways to use Table 3 in service of adult ELLs' acquisition of English and access to English language arts and literacy content. For example, use it as a quick reference for deciding which ELPS anchor(s) to teach. Or, you could use it to determine which CCRS Language Arts anchors correspond to the ELPS anchor(s) selected. Use either the [cross-level matrix](#) or the [single-level views](#) of the OAELPS to further develop lesson objectives and content. The Level 1–5 descriptors for each of the ELPS anchors highlight specific targets for language development within each ELPS level.

<sup>9</sup> The anchors define the broad college and career readiness skills that must be met for students to be prepared for postsecondary education, workforce training programs, and careers.

Table 3. Correspondences of the English Language Proficiency Standards for Adult Education and College and Career Readiness English Language Arts and Literacy Standards for Adult Education

	<b>ELPS Anchors An ELL can...</b>	<b>Corresponding CCRS LA Anchors — Reading</b>	<b>Corresponding CCRS LA Anchors — Writing</b>	<b>Corresponding CCRS LA Anchors — Speaking and Listening</b>	<b>Corresponding CCRS LA Anchors — Language</b>
1	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7		2	
2	participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts responding to peer, audience, or reader comments and questions.		6	1	
3	speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4	construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5	conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6	analyze and critique the arguments of others orally and in writing.	8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9	create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	

10	demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3
----	--	--	--	--	------

(modified form Pimentel, 2013, to represent language used in the OAELPS and OACCRS)

## Scenario #4

*In the following scenario, an instructor of an ABE math class wants to teach his students statistics while also strengthening their academic language. He uses Table 4 (below) to identify which ELPS anchor(s) supports the Mathematical Practices that are the focus of the lesson. He uses the OAELPS for guidance on the language tasks his students can work on during that math lesson.*

### ABE Math Class

Jay's ABE math class is organized in blocks, and he is working to plan the math block for the next few days. It is a mixed class of mostly non-native English speakers, but there are some native speakers as well. They are ready to begin Statistics & Probability: Interpreting Categorical & Quantitative Data (CCRS Level C). Jay knows it is critical to keep the Mathematical Practices (MPs) central to his math teaching. He wants to focus on MP1 and MP3 in this upcoming unit. MP1 is: *Make sense of problems and persevere in solving them.* MP3 is: *Construct viable arguments and critique the reasoning of others.*

By looking at the Mathematical Practices Correspondences Table (Table 4, below), he sees that ELPS Anchor 9 supports both MP1 and MP3. He uses the [cross-level matrix](#) to find out more about ELPS Anchor 9 (*An ELL can create clear and coherent level-appropriate speech and text*). As his students are high-intermediate speakers of English, he focuses on Levels 4–5. These levels provide guidance on the language tasks his students can work on during this introductory statistics and probability unit. These include recounting a detailed sequence of events, effectively developing an informational topic, using complex and varied transitions, and providing a concluding statement.

Jay takes this a step further and takes a look at the applications in the [single-level-views for ELPS Anchor 9, Level 4](#) for both math and speaking and listening. He sees the following applications and gets some ideas about how to incorporate language into this unit:

- Conduct simple surveys and organize data
- Create tables, charts, and graphs on data
- Interpret information on tables, charts, and graphs
- Recognize and produce transition words/phrases to signal contrast, addition, and other logical relationships (e.g., however, although, because)
- Provide evidence to support ideas and accomplish purpose

He and the students talk about a real-life example (the age of cars and how that relates to mileage). During the unit, they work to come up with appropriate statistical questions, such as, 'How does the age of a vehicle relate to mileage?' The students then work to identify and collect data from their classmates and create generalizations based on that data. For example, cars that are more than 10 years old generally have at least X number of miles. Students are introduced to plotting data in various ways to represent it visually and to find the spread, center, and shape.

In addition to gathering and displaying the data about vehicles, Jay asks his students to explain their thinking in English. Together as a class they generate a list of useful transition words and phrases, and Jay posts them in the classroom. As students articulate their thinking about math tasks, other students are encouraged to politely critique their reasoning. They generate a list of phrases that can assist, such as, "*I wonder if you considered...?*" and "*Is it possible that you've*

*made an error?"*

At the end of the unit, students are asked to prepare a short group presentation to respond to a statistical question. This presentation must include a restatement of the question they chose, an explanation of what data was gathered and how, a visual representation of the data, and a strong concluding statement. The rest of the class listens attentively, asks clarifying questions, and respectfully pushes the presenters to defend their work. Through this math unit, not only are students learning about statistics at CCRS Level C, but they are strengthening their academic language.

### Correspondences With Mathematical Practices

**Table 4** displays the correspondences between the CCR Standards for Mathematical Practice and the ELPS anchors. The eight Mathematical Practices are presented in rows along the left-hand side of the table and the corresponding ELPS anchors are presented in columns. As can be seen in the table, three Mathematical Practices correspond to between three and eight separate ELPS anchors. Table 4 is designed to help you think about how to connect CCR standards-based instruction and ELP standards-based instruction. For example, if you were planning to teach ELPS Anchor 4 (language for constructing a claim) then MP3 (Construct viable arguments and critique the reasoning of others) could provide the context for your instructional planning and activities. You could also turn to the level-specific CCR content standards for mathematics, as appropriate, to further focus instruction. Table 4 can also be used as the basis for collaboration between English language acquisition instructors and mathematics instructors to teach ELPS anchors and CCR Standards for Mathematics.



**Table 4. Correspondences of the College and Career Readiness Standards for Mathematical Practice and English Language Proficiency Standards for Adult Education**

Mathematical Practice (MP)	ELPS 1	ELPS 2	ELPS 3	ELPS 4	ELPS 5	ELPS 6	ELPS 7	ELPS 8	ELPS 9	ELPS 10
MP1. Make sense of problems and persevere in solving them.	✓	✓	✓		✓	✓	✓	✓	✓	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				✓		✓			✓	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		✓	✓	✓			✓			✓
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										

## References

- ACT, Inc. 2006. *Reading between the Lines: What the ACT Reveals about College Readiness in Reading*. Iowa City, IA.
- Arizona Adult Education Standards  
<https://www.azed.gov/sites/default/files/2020/09/Arizona%20Adult%20Education%20Content%20%20Standards%20for%20English%20Language%20Arts%20%28Revised%202018%2C%20Updated%2009-2019%29.pdf>
- Beck, I. L., McKeown, M. G., & Kucan, L. (2002). *Bringing words to life: Robust vocabulary instruction*. New York: Guilford Press.  
<https://books.google.com/books?hl=en&lr=&id=Xan0HOrAh54C&oi=fnd&pg=PP1&dq=beck+mckeown+and+kucan&ots=ifbHzo8F2M&sig=MDXeXtLY3AwH3eHCmaDeN1iMqMw#v=onepage&q=beck%20mckeown%20and%20kucan&f=false>
- Carnevale, Anthony P., and Donna M. Desrochers. 2002. Connecting Education Standards and Employment: Course-taking Patterns of Young Workers. American Diploma Project: Workplace Study. Princeton, NJ: Educational Testing Service. Carnevale, Anthony P., and Donna M. Desrochers. 2003. Standards for What? The Economic Roots of K–16 Reform. Princeton, NJ: Educational Testing Service.
- Carnevale, A. P., Smith, V., & Strohl, J. (n.d.). Recovery: Job growth and education requirements through 2020 [PDF]. Georgetown Public Policy Institute: Center on Education & the Workforce.  
[https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.ES\\_Web.pdf](https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.ES_Web.pdf)
- CASAS. (n.d.). Retrieved July 1, 2019, from <https://www.casas.org/>
- Development Process. (n.d.). Retrieved July 1, 2019, from <http://www.corestandards.org/about-the-standards/development-process/>
- Egan, P., & Liden, A. (n.d.). *The English Language Proficiency (ELP) Standards for Adult Education Hmm? What's this now??* [Webinar]. New England Literacy Resource Center.  
<https://drive.google.com/file/d/1KNZvFuGyuQimLQIFZ5UnbLWQjGr8btdV/view?ts=629a6ee3>
- EFF Fundamentals. (n.d.). Retrieved July 1, 2019, from <https://lincs.ed.gov/keywords/equipped-future-eff>
- Graham, S., and M. A. Hebert. 2010. Writing to Read: Evidence for How Writing Can Improve Reading. A Carnegie Corporation Time to Act Report. Washington, DC: Alliance for Excellent Education.
- Hampton, S., and E. Kintsch. 2009. *Supporting Cumulative Knowledge Building Through Reading*. In Adolescent Literacy, Field Tested: Effective Solutions for Every Classroom, eds. 2E.D.
- HECC. HECC analysis of occupation and earnings data from the Oregon Employment Department, 2018, <https://qualityinfo.org/>
- Hirsch, Jr., The Knowledge Deficit: Closing the Shocking Education Gap for American Children (Boston: Houghton Mifflin, 2006).

- National Governors Association Center for Best Practices (NGA), Council of Chief State School Officers. 2010a. Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Washington, DC: Author. Accessed January 14, 2013. <http://www.corestandards.org/read-the-standards/>
- Pimentel, S. (2013, April). *College and Career Readiness Standards for Adult Education* (United States, U.S. Department of Education, Office of Vocational and Adult Education). Retrieved July 1, 2019, from <https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- Recovery: Projections of Jobs and Education Requirements Through 2020: State Report, Oregon 2010-2020 Total Job Openings [PDF]. (n.d.). Georgetown Public Policy Institute: Center on Education & the Workforce. <https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Oregon-Recovery.pdf>
- Resources by Topic: College and Career Standards. (n.d.). Retrieved July 15, 2020, from [https://lincs.ed.gov/resource-collection?keys=&field\\_topic\\_target\\_id%5B7536%5D=7536](https://lincs.ed.gov/resource-collection?keys=&field_topic_target_id%5B7536%5D=7536)
- Student Achievement Partners. 2012. Description of Common Core Shifts. Accessed February 28, 2013. <https://achievethecore.org/>
- Test Benchmarks for NRS Educational Functioning Levels* [Docx]. (2019, March). National Reporting System for Adult Education. A project of the U.S. Department of Education. <https://nrsweb.org/resources/test-benchmarks-nrs-educational-functioning-levels-efl-updated-august-2019>
- Williamson, Gary L. 2006. *Aligning the Journey with a Destination: A Model for K–16 Reading Standards* Durham, NC: MetaMetrics, Inc. Accessed February 20, 2013. <http://cdn.lexile.com/m/uploads/whitepapers/AligningtheJourneywithaDestination.pdf?rfcode>

# Appendices

## Appendix A: What the OAELPS Are Not

The OAELPS should be recognized for what they *are not* as well as what they are.

1. The standards do not define a national or federal set of mandates. Rather, they articulate a framework for states to employ voluntarily to strengthen their adult English language acquisition programs.
2. The order of the anchors does not represent the order in which they are to be taught or a hierarchy of importance.
3. The standards do not specify how instructors should teach. Instead, the standards merely specify the language knowledge and skills that adult ELLs need in order to develop competence in practices associated with English language arts and literacy, mathematics, and science.
4. The standards are not a curriculum. States or programs choosing to adopt them will need to supplement the standards with high-quality curricula that align with the content and expectations.
5. The standards do not specify the full spectrum of support and interventions appropriate for adult ELLs, and those ELLs with special needs, to meet these standards. The standards do not mirror the significant diversity of students' learning needs, abilities, and achievement levels.
6. The standards do not offer an exhaustive list of what can be taught beyond the fundamentals specified within them; much is purposefully left to the discretion of instructors, curriculum developers, program administrators, and states in deciding what (if any) content to add.
7. Although the standards highlight the critical language, knowledge about language, and skills for using language that are crucial for adult ELLs to be successful in college and careers, the standards do not define the whole of such preparedness. Adult ELLs also depend on a variety of readiness skills and preparation, including habits of mind such as stamina, persistence, punctuality, and time and workload management skills.

## Appendix B: Inclusion of Mathematical Applications in OAELPS

As previously described, the 10 Guiding Principles provide a framework to support the strengths and needs of ELLs and are useful for all educators, especially for teachers developing language with ELLs and professional development in working with ELLs in particular. ELPS Guiding Principle 10 urges content teachers to include both academic and content-specific language instruction in all content lessons.

Along with applications for the other skill areas, Math Applications have also been included in OAELPS to help teachers generate ideas on how CCRS Mathematical Practices can support language lessons in ESOL classes as well as in math classes.

ELPS Anchors 8–10 are easy access points to see how ELPS and Math Practice Standards intersect. Anchors 8–10 “focus on micro-level linguistic features” that are to be practiced in the ELL classroom (ELPS, 2016, p. 15). In this instance, Anchor 10 (Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate) is combined with MP.6 (Attend to precision) to address the use of prepositions of time, place, direction, and movement and understand the use of these prepositions in expressions in math and in phrases in English.

An example of these uses can be seen in the following chart:

Math Sentence in Standard Form	Math Sentence in Word Form	English Sentence
$32 - 4 = 28$	Thirty-two take away four is twenty-eight.  Take four away from thirty-two equals twenty-eight.  Four from thirty-two is twenty-eight.	Phrasal verb: <ul style="list-style-type: none"><li>• She takes away the plates.</li></ul> Phrasal Verb and Preposition of Movement: <ul style="list-style-type: none"><li>• Take the plates away from the table.</li></ul> Preposition of place <ul style="list-style-type: none"><li>• He is from Portland.</li></ul>
$5 \times 7 = 35$	Thirty-five is the product of five and seven.  Five multiplied by seven equals thirty-five.	Noun with preposition: <ul style="list-style-type: none"><li>• Toothpaste is a favorite product of that brand.</li></ul> Verb with prepositions: <ul style="list-style-type: none"><li>• I'll stop by the store tonight.</li></ul>

Prepositions are an easy entry into the language of mathematics considering their wide use, variety, and repetition. As prepositions provide context in English sentences as well as in

mathematical expressions, explicit instruction in both classrooms supports knowledge transfer.

## Appendix C: Resources

### DIGITAL LITERACY

**Digital Skills for an Equitable Recovery:** Policy recommendations to address the digital skill needs of workers most vulnerable to displacement

<https://nationalskillscoalition.org/resource/publications/digital-skills-for-an-equitable-recovery/>

**Applying a Racial Equity Lens to Digital Literacy:** How workers of color are affected by digital skill gaps

<https://nationalskillscoalition.org/resource/publications/applying-a-racial-equity-lens-to-digital-literacy/>

**The New Landscape of Digital Literacy:** How workers' uneven digital skills affect economic mobility and business competitiveness, and what policymakers can do about it

<https://nationalskillscoalition.org/wp-content/uploads/2020/12/05-20-2020-NSC-New-Landscape-of-Digital-Literacy.pdf>

### NATIONAL STANDARDS

**College and Career Readiness Standards for Adult Education:** The Federal CCR Standards, included in the OACCRS

<https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

**English Language Proficiency Standards for Adult Education (For English language learners):** The federal ELP Standards, included in the OAELPS

<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

### NATIONAL PROFESSIONAL DEVELOPMENT

**National Skills Coalition:** A wealth of information about federal and state policies and national initiatives

<https://nationalskillscoalition.org/>

**Professional Development Units for CCR Standards in ELA/Literacy—Foundational:**

Activities that introduce the key instructional advances of the CCR standards for ELA/literacy

<https://lincs.ed.gov/state-resources/federal-initiatives/college-career-readiness/ela>

**Professional Development Units for CCR Standards in ELA/Literacy—Advanced:** Activities that introduce the key instructional advances of the CCR standards for ELA/literacy

<http://lincs.ed.gov/programs/ccr/ela#advanced>

**Preparing Adult English Language Learners for State-Adopted Academic Content**

**Standards:** Three e-learning modules for professional development regarding ELP Standards

<https://lincs.ed.gov/state-resources/federal-initiatives/elp-standards>

## IMPLEMENTATION

### **Handbook for Sustaining Standards-Based Education in Adult Education:**

<https://lincs.ed.gov/publications/pdf/SustainingStandards-BasedEd.pdf>

### **Checklists for Assessing Effective Implementation:**

<https://lincs.ed.gov/publications/pdf/Sustaining-Standards-Based-Education-supplement.pdf>

### **Alignment to CASAS Reading GOALS 2 & CASAS Math GOALS 2:**

<https://www.casas.org/product-overviews/assessments/reading-goals-2>

<https://www.casas.org/product-overviews/assessments/math-goals-2>

[https://www.casas.org/docs/default-source/wiaandnrs/casasnrs-wiaii.pdf?sfvrsn=9f1c18ce\\_29?Status=Master](https://www.casas.org/docs/default-source/wiaandnrs/casasnrs-wiaii.pdf?sfvrsn=9f1c18ce_29?Status=Master)

### **Alignment to CASAS Reading STEPS & CASAS Listening STEPS:**

[https://www.casas.org/docs/default-source/product-brochures/reading-steps-faqs.pdf?sfvrsn=7398365a\\_22?Status=Master](https://www.casas.org/docs/default-source/product-brochures/reading-steps-faqs.pdf?sfvrsn=7398365a_22?Status=Master)

[https://www.casas.org/docs/default-source/product-brochures/listening-steps-faqs.pdf?sfvrsn=7398365a\\_22?Status=Master](https://www.casas.org/docs/default-source/product-brochures/listening-steps-faqs.pdf?sfvrsn=7398365a_22?Status=Master)

[https://www.casas.org/docs/default-source/wiaandnrs/casasnrs-wiaii.pdf?sfvrsn=9f1c18ce\\_29?Status=Master](https://www.casas.org/docs/default-source/wiaandnrs/casasnrs-wiaii.pdf?sfvrsn=9f1c18ce_29?Status=Master)

### **I-BEST Collaborative Planning for Learning Outcomes:** A resource for IETs.

<https://www.sbctc.edu/colleges-staff/programs-services/i-best/collaborative-planning.aspx>

### **Journal of Research and Practice for Adult Literacy, Secondary, and Basic Education:** Lesson Plan Building and Sharing Tools

<https://www.sabes.org/sites/default/files/resources/LP%20Tools%20David%20Rosen%20Review.pdf>

**LINCS Support for Teaching Adults to Read:** LINCS offers a variety of free resources for instructors, tutors, and program administrators who are interested in learning more about teaching adults to read. These resources include in-person trainings, an online series of courses, and research-based reports. The series is based on a three-day workshop on the four components of reading, developed by three experts in the field of adult basic education and literacy: Dr. John R. Kruidenier, Susan McShane, and Dr. Rosalind Davidson.

[https://lincs.ed.gov/publications/reading\\_components](https://lincs.ed.gov/publications/reading_components)

### **LINCS English Language Proficiency Standards for Adult Education Resources:**

<https://lincs.ed.gov/professional-development/resource-collections/profile-964>

**Observing College and Career Readiness Standards-in-Action:** This tool provides concrete examples of what college and career readiness (CCR) standards in ELA/literacy look like in daily planning and practice. It is a tool for instructors, those who support instructors, and others



working to implement CCR standards.

[https://lincs.ed.gov/publications/pdf/ccr/ELA\\_AU3/ELA\\_AU3\\_Materials.pdf](https://lincs.ed.gov/publications/pdf/ccr/ELA_AU3/ELA_AU3_Materials.pdf)

### **Implementing Standards-Based Instruction for English Learners: Standards-in-Action 2.0**

A three week training for *Cultivating a Language and Content Focus for English Learners*.

- Week 1 Literacy Participant Materials target a higher-intermediate ELL, and the lesson is based on *The Gettysburg Address*: <https://drive.google.com/file/d/1i1LAmQIIAlv0sQC-hGjM-Sd5WNYdFu9F/view>
- Week 2 Literacy Participant Materials target a high-beginner ELL, and the lesson is based on the poem *The Hills We Climb* by Amanda Gorman: <https://drive.google.com/file/d/1amHi7YTqAT6qC3oJ599iLQaSeQo4ZlqH/view>
- Week 3 Mathematics Participant Materials target an intermediate ELL, and the lesson is based on ratios and proportions: <https://drive.google.com/file/d/1pZfKowSNjQbP3unh2UdvH5sxptvfKooU/view>

### **OTHER STATE RESOURCES**

**Florida Department of Education, Institute for the Professional Development of Adult Education:**

[https://www.floridaipdae.org/dfiles/resources/webinars/052417/Webinar\\_052417\\_Presentation.pdf](https://www.floridaipdae.org/dfiles/resources/webinars/052417/Webinar_052417_Presentation.pdf)

## Appendix D: Glossary

**ABE** - Adult Basic Education, used synonymously with Adult Basic Skills (ABS) in OAELPS

**ABS** - Adult Basic Skills, used synonymously with Adult Basic Education (ABE) in OAELPS

**Academic Words / Academic Word List (AWL)** - Words which characterize mature discourse and appear in a wide variety of written texts, regardless of the subject matter (e.g., *coincidence*; *reform*; *benefit*). Beck et al. (2002) call these Tier 2 words. The Corpus of Contemporary American English or COCA provides a list of the most common academic and service words used in spoken and written American English: <http://corpus.byu.edu/coca/>. The Academic Word List provides a list of the most common academic words found in English texts: <https://www.wgtn.ac.nz/lals/resources/academicwordlist>.

**Adult Attainment Goal** - The Adult Attainment Goal for Oregon: “Oregon anticipates more than 120,000 additional jobs requiring post-secondary training or education between now and 2030. In order to meet this need, 300,000 additional adult Oregonians should earn a new degree, certificate or credential valued in the workforce during that time. Because Oregon has substantial attainment gaps among minority, low income and rural Oregonians, the state will also commit to reducing those attainment gaps by half during the decade.” <https://www.oregon.gov/highered/policy-collaboration/Pages/state-goals.aspx>

**Advance Organizer** - A type of graphic organizer utilized prior to instruction

**Alphabetic Principle** - The concept that written letters are symbols used to represent sounds and that these symbols and sounds are used to form a language

**Anchors** - Skills or understandings that readers, writers, listeners, and speakers should acquire to prepare for success in college or a career, sometimes referred to as Anchor Standards

**ATOS** - A computer program produced by Renaissance Learning that measures text complexity quantitatively and incorporates two formulas: ATOS for Text, which can be applied to almost any text sample, both short written and spoken, and ATOS for Books, which is specifically for books; both formulas measure text based on these variables: words per sentence, average grade level of words, and characters per word. An ATOS analyzer is available here: <https://www.renaissance.com/products/practice/accelerated-reader-360/atos-and-text-complexity/>

**Career Pathways** - Sequences of high-quality education, training, and services connected to industry, with entry and exit points that allow individuals to achieve education and employment goals over time. Career Pathways may include apprenticeships, on the job training, industry recognized credentials, non-credit training and certificates, credit certificates, and degrees.

**CCRS** - College and Career Readiness Standards, a subset of the Common Core State Standards

**CCSS** - Common Core State Standards for K–12

**CCWD** - Office of Community College and Workforce Development

**Central Tendency** - Measure for a single average in a data set. The average (mean, median, mode, or range) is determined by how the data set is evaluated.

**Cloze** - An exercise or assessment in which a portion of the text has been removed (e.g., fill in the blank) and in which the learner must replace the missing language. Cloze activities require the learner to understand both context and vocabulary before being able to identify the missing language.

**Degrees of Reading Power® (DRP®)** - A computer program produced by Questar Assessment, Inc. that measures text complexity quantitatively, including word length, sentence length, and word familiarity, to arrive at a readability rating that ranges from 0–100. The most common texts range from about 25–85 DRP units. <https://www.questarai.com/drp-docs/Degrees-of-Reading-Power-Report-Interpretation-Guide.pdf>

**Dolch List** - List of words frequently used in English:  
[https://sightwords.com/pdfs/word\\_lists/dolch\\_all.pdf](https://sightwords.com/pdfs/word_lists/dolch_all.pdf)

**ELA** - English Language Acquisition or English Language Arts. In this document, it refers only to English Language Arts.

**ELL** - English Language Learners, students who are learning English as a non-native language

**Enduring Understanding** - Statements summarizing important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should understand—not just know or do—as a result of studying a particular content area.

<http://www.cojused.org/documents/Departments/Curriculum%20and%20Instruction/Unit%20of%20Study%20Resources/Definition%20of%20Enduring%20Understanding.pdf>

**ESL** - English as a Second Language, used to describe programs where English is taught as a non-native language

**ESOL** - English for Speakers of Other Languages, a term that is a more accurate representation of English language acquisition programs and students who may speak multiple languages before learning English compared to the term ESL

**Everyday Words** - Words common in everyday speech (e.g., *walk*, *man*, *great*). Beck, et al (2002) call these words Tier 1, and native-English speakers are likely to learn these through participation in everyday life; non-native English speakers, however, may need to be taught these words.

**Flesch-Kincaid** - A computer program that measures text complexity quantitatively, which is in the public domain. This non-proprietary program considers word and sentence length to determine vocabulary difficulty and sentence structure complexity.

**General Service List (GSL)** - The GSL and Revised General Service List are a collection of the

most commonly used words which are helpful for English Language Learners and others who are not exposed regularly to standard English: <http://www.newgeneralservicelist.org/>

**IELCE** - Integrated English Literacy and Civics Education

**IET** - Integrated Education and Training, a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement

**Jigsaw Activity** - A classroom activity where information is broken into pieces that the group assembles to complete the “jigsaw” before students are split into groups with one member assigned to each topic. This type of activity is used to encourage cooperative learning.

**HECC** - The State of Oregon's Higher Education Coordinating Commission, the primary state entity responsible for ensuring pathways to postsecondary education success for Oregonians statewide, which serves as a convener of the groups and institutions working across the public and private higher education arena

**Key Advances** - A focus on three foundational learner skills: 1) understanding complex texts, 2) identifying evidence, and 3) building knowledge; these advances are the result of national research on the Common Core State Standards (CCSS) for K-12 education

**Key Shifts** - See **Key Advances FOCUS, COHERENCE, RIGOR**

**Learning Standard** - A statement of what learners should know and be able to do in a particular skill area, reflecting a shared vision of what is essential for all learners

**Lexile Framework** - A MetaMetrics measurement that represents both the complexity of texts quantitatively as well as a learner’s reading ability. Lexile measures are represented with a number followed by an L (e.g., 560L) and measure the variables of word frequency and sentence length. A Lexile analyzer is available here: <https://lexile.com/educators/tools-to-support-reading-at-school/tools-to-determine-a-books-complexity/the-lexile-analyzer/>

**Literary Techniques** - Tools used by authors to produce a specific effect on the reader (e.g., imagery, figurative language, alliteration, repetition, flashback, foreshadowing). Literary techniques can be discussed when referencing written text such as bumper stickers, advertisements, greeting cards, editorials in addition to short stories, poems, plays, or essays.

**NGSS** - Next Generation Science Standards, K–12 science content standards

**NRS** - National Reporting System for Adult Education, the accountability system for federally funded adult education programs, authorized by Section 212 of the Workforce Innovation and Opportunity Act (WIOA)

**OALS** - Oregon Adult Learning Standards, the version of Oregon’s learning standards in effect between 2016 and 2018

**OCABSD** - Oregon Council for Adult Basic Skills Development

**OED** - Oregon Employment Department

**Oregon ABS Learning Standards** - Oregon Adult Basic Skills Learning Standards, the version of Oregon learning standards in effect between 2009 and 2015

**OVAE** - U.S. Department of Education Office of Vocational and Adult Education

**Perkins V** - Federal legislation that funds career and technical education (CTE). Perkins is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.

**Pronounce** - Focus in reading on correctly recognizing and saying a word encountered in print to access meaning that may be attached to the word through one's oral vocabulary (dialect and accent are not the focus)

**Qualitative Assessment** - Methods of assessment to gather information that yields results not easily measured by or translated into numbers. They are often used to get to the subtleties behind the numbers and answer the how and why questions (as opposed to what).

**Qualitative Dimension of Text Complexity** - Dimensions that include 1) structure, 2) language conventionality and clarity, 3) knowledge demands, and 4) levels of meaning (in literary texts) or purpose (in informational texts). See [Tool 1: Selecting Texts Worth Reading](#).

**Quantitative Assessment** - Methods of assessment to gather information that yields results easily measured by or translated into numbers. They are often used to get numbers and answers to the what and when questions (as opposed to how and why).

**Quantitative Dimension of Text Complexity** - Measure of a text's complexity based on the frequency of the word, sentence length, and text cohesion, three aspects that are often more easily measured by computer analysis. Anchor 10 of the Reading Standard contains the six quantitative measures of text complexity in the CCRS and OACCRS. See [Tool 1: Selecting Texts Worth Reading](#).

**Reading Maturity** - A Pearson Education computer program that measures text complexity quantitatively. This metric estimates how much reading experience is necessary to achieve adult knowledge of the meaning of each word, sentence, and paragraph of each text, with scores ranging from below 200L for beginning readers to above 1600L for the most advanced materials

**Scaffolding** - A variety of instructional techniques used to support understanding and develop greater learner fluency, range, and independence. See [Tool 1: Four Dimensions of Performance](#).

**SourceRater** - A computer program produced by Educational Testing Service (ETS) that

measures text complexity quantitatively. It looks for evidence of text variation and rates complexity based on these factors: syntactic complexity, vocabulary difficulty, level of abstraction, referential cohesion, connective cohesion, degree of academic orientation, degree of narrative orientation, and paragraph structure.

**Standard** - Measurement in which others of a similar type are compared or the expected level of quality

**Terms** - Words specific to a particular domain or subject matter (e.g., *peninsula*, *isotope*). Beck et al., (2002) call these words Tier 3 words, also known as “technical vocabulary” or “content vocabulary.”

**Text Complexity** - Qualitative and quantitative measures of a text. See Qualitative Rubric for Informational Texts in [Tool 2: Selecting Texts Worth Reading](#).

**Text-Dependent Questions** - Questions that encourage students to rely solely on the text, not on their background knowledge, for insight and analysis. They require reliance on the language and mechanics of the text itself, rather than personal experience or opinion. These kinds of text-based questions probe the specifics of the text and avoid “canned” questions that could be asked of any text. Text-dependent questions identify the text as the “expert” in the room.

**Tier 1 Words** - See **Everyday Words**

**Tier 2 Words** - See **Academic Words**

**Tier 3 Words** - See **Terms**

**Venn Diagram** - A graphic organizer made up of two or three overlapping circles, used to compare and contrast the characteristics of any items, such as groups of people, individual people, books, and characters

**WIOA** - Workforce Innovation and Opportunity Act, a United States public law that replaced the previous Workforce Investment Act of 1998 as the primary federal workforce development legislation to bring about increased coordination among federal workforce development and related programs