

English Language Proficiency (ELP) Standards 6-8

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There are 10 ELP standards that highlight a strategic set of language functions and forms which are needed by ELLs as they develop competence in the practices associated with English language arts. The following ELPs have been aligned with the focus standards for the unit; descriptors for what an ELL should be able to do at the end of each proficiency level are also provided.

ELP Standard 6-8.1 Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

Level 1 can use a very limited set of strategies to:

- identify a few key words and phrases in oral communications and simple written texts.

Level 2 can use an emerging set of strategies to:

- identify the main topic in oral communications and simple written texts.
- retell a few key details.

Level 3 can use a developing set of strategies to:

- determine the central idea or theme in simple oral presentations or written text.
- explain how the theme is supported by specific details.
- summarize part of the text.

Level 4 can use an increasing range of strategies to:

- determine two or more central ideas or themes in oral presentations or written text.

ELP Standard 6-8.2 Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Level 1 can

- participate in short conversational and written exchanges on familiar topics
- present simple information
- respond to simple questions and some wh-questions

Level 2 can

- participate in short conversational and written exchanges on familiar topics and texts
- present information and ideas
- respond to simple questions and some wh-questions

Level 3 can

- participate in conversations, discussions, and written exchanges on familiar topics and texts
- build on the ideas of others
- express his or her own ideas
- ask and answer relevant questions
- add relevant information.

Level 4 can

- participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues
- build on the ideas of others
- express his or her own ideas
- ask and answer relevant questions

- add relevant information and evidence
- paraphrase the key ideas expressed.

ELP Standard 6-8.3. Speak and write about grade-appropriate complex literary and informational texts and topics

Level 1

- communicate simple information about familiar texts, topics, and experiences

Level 2

- deliver short oral presentations
- compose written narratives or informational texts about familiar texts, topics, experiences, or events.

Level 3

- deliver short oral presentations
- compose written narratives or informational texts
- develop texts with some details about familiar texts, topics, and experiences.

Level 4

- deliver oral presentations
- compose written narratives or informational texts
- develop texts with some specific details about a variety of texts, topics, and experience.

ELP Standard 6-8.4 Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Level 1 can

- express an opinion about a familiar topic.

Level 2 can

- construct a claim about a familiar topic.
- give a reason to support the claim.

Level 3 can

- construct a claim about a familiar topic
- introduce the topic
- provide several supporting reasons or facts in a logical order
- provide a concluding statement.

Level 4 can

- construct a claim about a variety of topics
- introduce the topic
- provide sufficient reasons or facts to support the claim.

ELP Standard 6-8.5 Conduct research and evaluate and communicate findings to answer questions or solve problems

Level 1 can

- gather information from a few provided sources.
- label collected information.

Level 2 can

- gather information from provided sources.
- record some data and information.

Level 3 can

- gather information from multiple provided print and digital sources.
- summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate.
- cite sources.

Level 4 can

- gather information from multiple print and digital sources.
- use search terms effectively.
- quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate.
- cite sources.
- use a standard format for citations.

ELP Standard 6-8.6 Analyze and critique the arguments of others orally and in writing.

Level 1 can

- identify a point an author or a speaker makes.

Level 2 can

- identify the main argument an author or a speaker makes.
- identify one reason an author or a speaker gives to support the argument.

Level 3 can

- explain the argument an author or a speaker makes
- distinguish between claims that are supported by reasons and evidence from those that are not.

Level 4 can

- analyze the argument and specific claims made in texts or speech
- determine whether the evidence is sufficient to support the claims
- cite textual evidence to support the analysis.

ELP Standard 6-8.7 Adapt language choices to purpose, task, and audience when speaking and writing.

Level 1 can

- recognize the meaning of some words learned through conversations, reading, and being read to.

Level 2 can

- adapt language choices according to task and audience
- begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.

with emerging control

Level 3 can

- adapt language choices and style according to purpose, task, and audience
- use an increasing number of general academic and
- content-specific words and phrases in speech and short written texts
- show developing control of style and tone in oral or written text.

with developing ease

Level 4 can

- adapt language choices and style according to purpose, task, and audience
- use a wider range of general academic and content-specific academic words and phrases
- maintain consistency in style and tone throughout most of oral or written text.

with increasing ease

ELP Standard 6-8.8 Determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1 can relying heavily on context, visual aids, and knowledge of morphology in their native language,

- recognize the meaning of a few frequently occurring words and simple phrases

in texts about familiar topics, experiences, or events.

Level 2 can using context, visual aids, reference materials, and knowledge of morphology in their native language,

- determine the meaning of frequently occurring words, phrases, and expressions

in texts about familiar topics, experiences, or events.

Level 3 can using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),

- determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions

in texts about familiar topics, experiences, or events.

Level 4 can using context, reference materials, and an increasing knowledge of English morphology,

- determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions

in texts about a variety of topics, experiences, or events.

ELP Standard 6-8.9 Create clear and coherent grade-appropriate speech and text.

Level 1 can with support (including context and visual aids) and non-verbal communication,

- communicate simple information about an event or topic
- use a narrow range of vocabulary and syntactically simple sentences

with limited control.

Level 2 can, with support (including modeled sentences),

- recount a brief sequence of events in order.
- introduce an informational topic.
- present one or two facts about the topic.
- use some commonly occurring linking words (e.g., next, because, and, also).
- provide a concluding statement.

with emerging control.

Level 3 can

- recount a short sequence of events, with a beginning, middle, and end.
- introduce and develop an informational topic with a few facts and details.
- use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result).

- provide a conclusion.

with developing control.

Level 4 can

- recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end.
- introduce and develop an informational topic with facts and details.
- use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)
- provide a concluding section.

with increasingly independent control.

ELP Standard 6-8.10 Make accurate use of standard English to communicate in grade-appropriate speech and writing.

Level 1 can

- recognize and use a small number of frequently occurring nouns, noun phrases, and verbs.
- understand and respond to simple questions.

Level 2 can with support (including visual aids and sentences),

- use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases.
- produce simple and compound sentences.

Level 3 can with support (including model sentences),

- use relative pronouns (e.g. *who*, *whom*, *which*, *that*), relative adverbs (e.g. *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases.
- produce and expand simple, compound, and a few complex sentences.

Level 4 can

- use an increasing number of intensive/reflexive pronouns (e.g. *myself*, *ourselves*) and verbs in the active and passive voices.
- place phrases and clauses within a sentence.
- recognize and correct most misplaced and dangling modifiers.
- produce and expand simple, compound, and complex sentences.