

2018

Ohio Aspire ESOL Standards & Benchmarks with Alignment to English Language Proficiency Standards for Adult Education

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Prepared by

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Introduction

Upon release of the English Language Proficiency Standards (ELP) for Adult Education (<https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>), the Ohio Department of Higher Education Aspire office in conjunction with the Aspire Professional Development Network (PDN) reviewed the standards as a potential replacement for Ohio’s current ESOL (English for Speakers of Other Languages) standards. It was determined that programs would use this alignment for the remainder of Fiscal Year 2018 before fully adopting the ELP standards beginning in Fiscal Year 2019.

Ohio’s current ESOL standards were last revised in 2006 and as such were due to be revised, so the release of national standards for this population was ideal timing. By utilizing this set of national standards Ohio Aspire programs will be situated to meet academic rigor set forth in the Workforce Innovation and Opportunity Act (WIOA). The ELP standards have correspondences to the College and Career Readiness (CCR) standards for English Language Arts, Mathematics, and Science. Since programs already have curriculum aligned to the CCR, practitioners will have access to additional aligned resources that will better assist in preparing ESOL students for postsecondary education/training and the workforce.

Added value of aligning ESOL standards to ELP standards

For Students

These alignments present a starting point for raising awareness and understanding of the language demands required for success in postsecondary education/training and employment in the 21st century.

For Instructors

Clear standards allow educators to focus their efforts and shape overall instruction. Standards are translated into curriculum and lessons for teaching content to students while providing the foundation for assessments that help determine whether students are learning the essential skills and knowledge included in the standards. Alignment is desirable for standards, instruction, and assessment. Alignment with the ELP allows for the increase in rigor within curriculum and lessons in order to better prepare ESOL students for postsecondary education/training and the workforce.

For Programs

Alignment with ELP standards allows for the planning of curriculum enhancements to the ESOL program in order to better align with the CCR used for ABE/ASE (Adult Basic Education/Adult Secondary Education). This brings Ohio one-step closer to alignment and consistency between all education system components. Partnerships between Aspire and the K-12 system will allow for combining resources to create common tools and materials for assessment, instruction, and professional development opportunities.

The ELP contain a set of 10 standards with five level descriptors (Levels 1-5). Since WIOA accountability mandates that Aspire programs report according to the six National Reporting System (NRS) levels, there is a discrepancy with the ELP having only five levels. To compensate for this, the PDN created an alignment of the current ESOL standards and the ELP standards. The alignment was then reviewed and revised based on subject matter expert review. Once the NRS Educational Functioning Level (EFL) descriptors were released, the alignment was further refined to reflect the skills described in the levels; the greatest shift was in levels one and two.

With the introduction of any new standards, it is important to build a bridge from the old to the new to ease the transition. The alignment of the ELP to current ESOL benchmarks enables practitioners to become accustomed to the ELP standards and to see where the ELPs fit into existing lesson plans while maintaining the current set of standards and benchmarks for tracking progress toward measurable skills gains.

About the ELP Standards

The ELP standards were released by American Institutes for Research (AIR) in October of 2016. The standards extend beyond life skills and are intended to prepare nonnative English speakers for transitions to postsecondary institutions and the workforce.

The development team used the English Language Proficiency Assessment for the 21st Century (ELPA21) K-12 ELP standards (<http://www.elpa21.org/elp-standards>) as the basis for selection. The ELPA21 K-12 ELP standards are currently in use in 19 states and correspond to college- and career-readiness standards. Subject matter experts reviewed the ELPA21 K-12 ELP standards using a framework that took into account the standards, state academic content standards, and guiding principles for English language acquisition.

The selected standards include 10 anchor standards, each with five level descriptors, and linkages to the applicable College and Career Readiness (CCR) standards for Adult Education. ELP Standards 1-7 describe the language acquisition skills needed to participate in English Language Arts and literacy, mathematics, and science content while standards 8-10 focus on linguistic skills.

The ELP standards are similarly rigorous to the ABE/ASE Standards, which were adopted by Ohio in 2014 and are based upon the College and Career Readiness Standards for Adult Education.

ELP Standards for Adult Education

The following table illustrates the 10 ELP Standards for Adult Education and how they are divided. Standards 1-7 pertain to language skills, whereas standards 8-10 pertain to linguistic skills. In the tables beginning on page 9, these standards will be shown in the white boxes where they are aligned to the Ohio ESOL Benchmark in the gray box.

| ELP Standards for Adult Education An ELL can... | Functions of Standards |
|--|--|
| <ul style="list-style-type: none"> • construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. • 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. • speak and write about level-appropriate complex literary and informational texts and topics. • construct level-appropriate oral and written claims and support them with reasoning and evidence. • conduct research and evaluate and communicate findings to answer questions or solve problems. • analyze and critique the arguments of others orally and in writing. • adapt language choices to purpose, task, and audience when speaking and writing. | <p>Standards 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> |
| <ul style="list-style-type: none"> • determine the meaning of words and phrases in oral presentations and literary and informational text. • create clear and coherent level-appropriate speech and text. • demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | <p>ELP Standards 8–10 support ELP Standards 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> |

U.S. Department of Education, Office of Career, Technical and Adult Education. (2016). *English Language Proficiency Standards for Adult Education*. Retrieved from: <http://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

Supports and Scaffolding Recommendations by Level

The following table provides examples of supports and scaffolding based on the ELP levels in three categories: 1) Teacher Language and Teacher-Student Exchanges, 2) Materials and Activities, and 3) Student Groupings. These are meant only as examples. Based on your classroom composition, your supports and scaffolding may look entirely different.

While some ESOL benchmarks do not align to a specific ELP standard, examples were found within these supports and scaffolding recommendations. Therefore, you will see references to this table aligned to some ESOL benchmarks.

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

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>

Leveling Chart

The following chart provides an at-a-glance view of the alignment between the levels used by the ELP Standards, College and Career Readiness (CCR) Standards, and the National Reporting System (NRS) Educational Functioning Levels for both ESL and ABE/ASE. The alignment in this chart incorporates the revised NRS ESL level descriptors (2017).

| NRS Educational Functioning Level for ESL* | ELP Level** | CCR Adult Ed Grade Level*** | NRS Educational Functioning Level for ABE/ASE* |
|--|-------------|-----------------------------|--|
| Beginning ESL Literacy | | Grade K | Beginning ABE Literacy |
| Low Beginning ESL | Level 1 | Grade 1 | Beginning ABE Literacy |
| High Beginning ESL | Level 2 | Grade 1 | Beginning ABE Literacy |
| Low Intermediate ESL | Level 3 | Grades 2-3 | Beginning Basic Education |
| High Intermediate ESL | Level 4 | Grades 4-5 | Low Intermediate Basic Education |
| Advanced ESL | Level 5 | Grades 6-8 | High Intermediate Basic Education |

* U.S. Department of Education, Office of Career, Technical and Adult Education. (2017). *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act*. Retrieved from: <https://nrsweb.org/policy-data/nrs-ta-guide>

** U.S. Department of Education, Office of Career, Technical and Adult Education. (2016). *English Language Proficiency Standards for Adult Education*. Retrieved from: <http://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

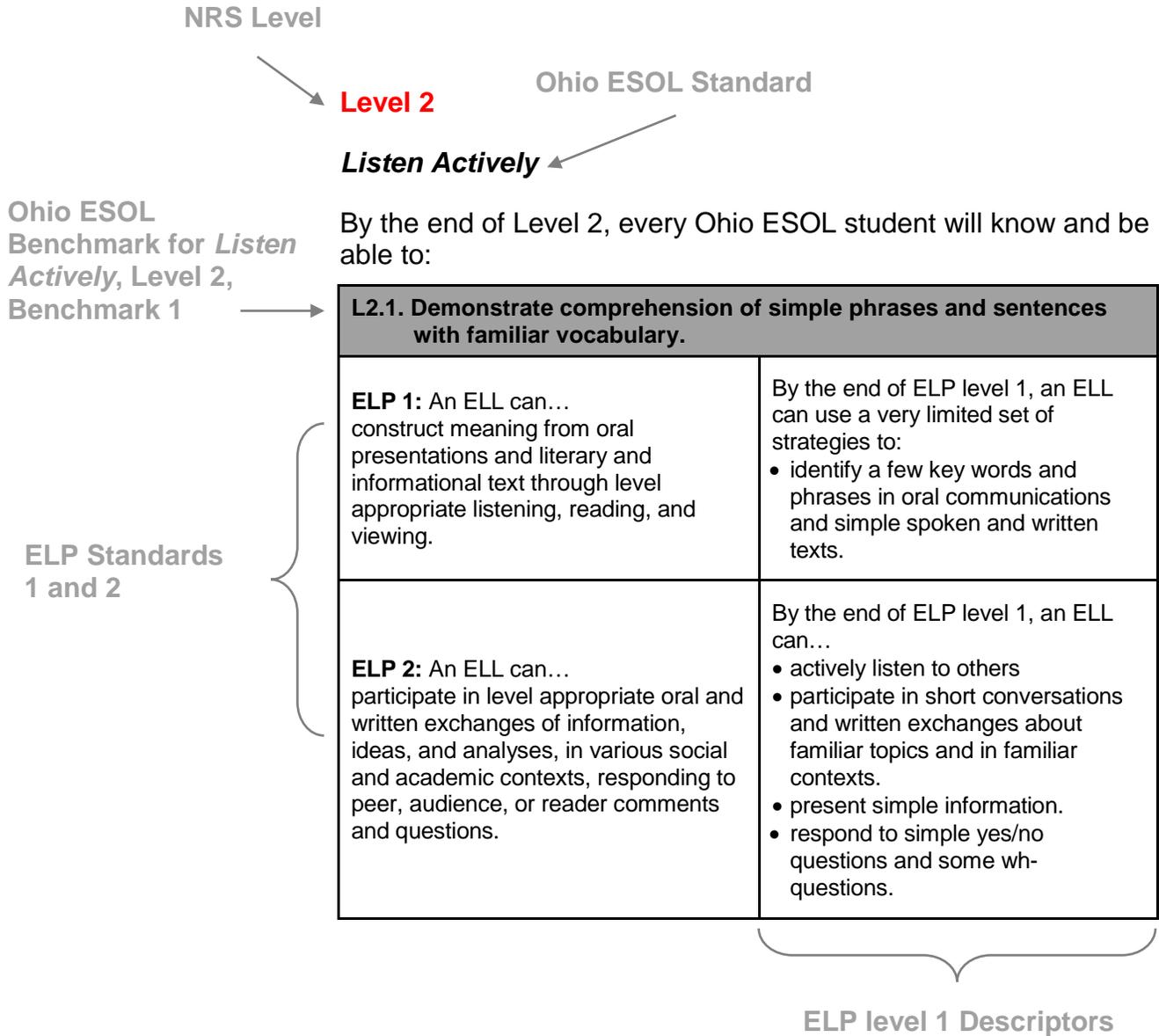
*** U.S. Department of Education, Office of Vocational and Adult Education. (2013). *College and Career Readiness (CCR) for Adult Education*. Retrieved from: www.lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Ohio ESOL Standards

The 2006 Ohio ESOL Standards and benchmarks will still be used for tracking progress in Ohio Aspire for the duration of Fiscal Year 2018. The ESOL standards are organized according to the four language skills: Listening, Speaking, Reading, and Writing. The ELP standards are separated into language skills and linguistic skills. The language skills are organized by receptive (i.e., listening, reading), productive (i.e. speaking, writing) and also interactive, which engages both receptive and productive skills. The differences in standards organization is why you may see ELP descriptions, or bullets, for both speaking and writing aligned to an ESOL benchmark for writing.

This new organization of ESOL standards for Ohio Aspire programs, displays the ESOL benchmarks in gray boxes and the ELP standards in white boxes under the benchmarks for which they align.

For example



The current numbering system of the Ohio ESOL Standards and Benchmarks has not changed. The letter indicates the content area (Listening=L, Speaking=S, Reading=R, and Writing=W), the first number indicates the NRS level, and the last number is the benchmark number.

Level 1: Beginning ESL Literacy

BENCHMARKS for *Listen Actively*

By the end of Level 1, every Ohio ESOL student will know and be able to:

| L1.1. Demonstrate comprehension of simple words, including basic, emergency, and survival words. | |
|--|---|
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p> | <p>By the end of this level, an ELL can... with prompting and support, use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases from read alouds, visual images, and oral presentations. |
| <p>ELP 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.</p> | <p>By the end of this level, an ELL can... with limited involvement,</p> <ul style="list-style-type: none"> participate in short conversations and written exchanges about familiar topics and in familiar contexts. respond to simple yes/no questions and some wh-questions. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of this level, an ELL can...</p> <ul style="list-style-type: none"> show limited awareness of differences between informal and formal language use. recognize the meaning of some words learned through conversations, reading, and being read to. |
| L1.2. Begin to comprehend basic nonverbal cues (e.g., eye contact, gestures) in informal settings. | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of this level, an ELL can...</p> <ul style="list-style-type: none"> show limited awareness of differences between informal and formal language use. recognize the meaning of some words learned through conversations, reading, and being read to. |
| L1.3. Use nonverbal strategies to demonstrate lack of comprehension (e.g., shrugging, shaking head). <i>Included in ELP Supports and Scaffolding Recommendations</i> | |
| Teacher Language and Teacher-Student Exchanges | <ul style="list-style-type: none"> Repeat, paraphrase, model, and gesture Have students demonstrate understanding by pointing or gesturing Concentrate on meaning rather than correctness |
| Materials and Activities | <ul style="list-style-type: none"> Use visuals Use total physical response (TPR) Use illustrations and photos to show student understanding |
| Student Groupings | <ul style="list-style-type: none"> Partner work (with additional scaffolds) Small groups (with teacher support and additional scaffolds) |
| L1.4. Respond to simple questions with simple learned phrases. | |

| | |
|--|---|
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p> | <p>By the end of this level, an ELL can... with prompting and support, use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases from read alouds, visual images, and oral presentations. |
| <p>ELP 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.</p> | <p>By the end of this level, an ELL can... with limited involvement,</p> <ul style="list-style-type: none"> • participate in short conversations and written exchanges about familiar topics and in familiar contexts. • respond to simple yes/no questions and some wh-questions. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of this level, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns and verbs. • understand and respond to simple questions. |

BENCHMARKS for *Speak So Others Can Understand*

By the end of Level 1, every Ohio ESOL student will know and be able to:

| | |
|---|---|
| <p>S1.1. Communicate using basic, emergency, and survival words.</p> | |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of this level, an ELL can... with prompting and support,</p> <ul style="list-style-type: none"> • communicate information and feelings about familiar texts, topics, and experiences. |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of this level, an ELL can... • express a preference or opinion about a familiar topic.</p> |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of this level, an ELL can... with prompting and support,</p> <ul style="list-style-type: none"> • participate in short, shared research projects. • gather information from a few provided sources. • label some key information. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of this level, an ELL can... with support,</p> <ul style="list-style-type: none"> • use a narrow range of vocabulary and syntactically simple sentences. |
| <p>S1.2. Pronounce simple common consonant sounds and key vowel sounds.* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>S1.3. Use simple, highly familiar words (e.g., personal names, addresses) and numbers (e.g., dates, phone numbers, prices).</p> | |

| | |
|--|--|
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of this level, an ELL can...</p> <ul style="list-style-type: none"> • show limited awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of this level, an ELL can... with support,</p> <ul style="list-style-type: none"> • use a narrow range of vocabulary and syntactically simple sentences. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of this level, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns and verbs. • understand and respond to simple questions. |
| <p>S1.4. Use gestures to add to meaning. <i>Included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>Teacher Language and Teacher-Student Exchanges</p> | <ul style="list-style-type: none"> • Repeat, paraphrase, model, and gesture • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness |
| <p>Materials and Activities</p> | <ul style="list-style-type: none"> • Use visuals • Use total physical response (TPR) • Use illustrations and photos to show student understanding |
| <p>Student Groupings</p> | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds) |

***NOTE:** S1.2 does not have alignment to an ELP standard.

BENCHMARKS for *Read with Understanding*

By the end of Level 1, every Ohio ESOL student will know and be able to:

| | |
|--|---|
| <p>R1.1. Recognize letters, numbers, and some basic sight words.</p> | |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of this level, an ELL can... with prompting and support,</p> <ul style="list-style-type: none"> • participate in short, shared research projects. • gather information from a few provided sources. • label some key information. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of this level, an ELL can...</p> <ul style="list-style-type: none"> • show limited awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of this level, an ELL can... with prompting and support,</p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read alouds about familiar topics, experiences, or events.</p> |

| | |
|--|---|
| R1.2. Use strategies to understand text (e.g., decode simple familiar words, use pictures, picture dictionary, or bilingual dictionary). | |
| ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text. | By the end of this level, an ELL can... with prompting and support, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events. |
| R1.3. Use strategies to monitor word recognition of letters, words, and numerals (e.g., reread). | |
| ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text. | By the end of this level, an ELL can... with prompting and support, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events. |
| R1.4. Recognize important personal information in print.* <i>Includes basic literacy skills, does not have alignment to an ELP standard, and is not included in ELP Supports and Scaffolding Recommendations</i> | |
| R1.5. Show awareness of simple print.* <i>Includes basic literacy skills, does not have alignment to an ELP standard, and is not included in ELP Supports and Scaffolding Recommendations</i> | |
| R1.6. Complete a task (e.g., matching, filling in a blank, circling words). | |
| ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems. | By the end of this level, an ELL can... with prompting and support, <ul style="list-style-type: none"> participate in short, shared research projects. gather information from a few provided sources. label some key information. |

***NOTE:** R1.4 and R1.5 are basic literacy skills and do not have alignment to an ELP standard.

BENCHMARKS for *Convey Ideas in Writing*

By the end of Level 1, every Ohio ESOL student will know and be able to:

| | |
|---|--|
| W1.1. Generate ideas for writing (e.g., copy simple text). | |
| ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems. | By the end of this level, an ELL can... with prompting and support, <ul style="list-style-type: none"> participate in short, shared research projects. gather information from a few provided sources. label some key information. |
| W1.2. Begin to organize personal information (e.g., name, address).* <i>Includes basic literacy skills, does not have alignment to an ELP standard, and is not included in ELP Supports and Scaffolding Recommendations</i> | |
| W1.3. Produce personal information words. | |

| | |
|--|---|
| <p>ELP 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.</p> | <p>By the end of this level, an ELL can... with limited involvement,</p> <ul style="list-style-type: none"> participate in short conversations and written exchanges about familiar topics and in familiar contexts. respond to simple yes/no questions and some wh-questions. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of this level, an ELL can... with prompting and support,</p> <ul style="list-style-type: none"> communicate information and feelings about familiar texts, topics, and experiences. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of this level, an ELL can... with support,</p> <ul style="list-style-type: none"> use a narrow range of vocabulary and syntactically simple sentences. |
| <p>W1.4. Exhibit minimal control of basic grammar.</p> | |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of this level, an ELL can... with support,</p> <ul style="list-style-type: none"> use a narrow range of vocabulary and syntactically simple sentences. |
| <p>W1.5. Use conventions of spelling and punctuation (e.g., sound/symbol correspondence, capital letters for names and locations).* <i>Includes basic literacy skills, does not have alignment to an ELP standard, and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>W1.6. Edit personal information based on teacher feedback (e.g., edit name, address, birth date).* <i>Includes basic literacy skills, does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |

***NOTE:** W1.2, W1.5, and W1.6 are basic literacy skills and do not have alignment to an ELP standard.

Level 2: Low Beginning ESL

BENCHMARKS for *Listen Actively*

By the end of Level 2, every Ohio ESOL student will know and be able to:

| | |
|--|---|
| <p>L2.1. Demonstrate comprehension of simple phrases and sentences with familiar vocabulary.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 1, an ELL can use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple spoken and written texts. |
| <p>ELP 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.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> actively listen to others participate in short conversations and written exchanges about familiar topics and in familiar contexts. present simple information. respond to simple yes/no questions and some wh-questions. |

| | |
|--|---|
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>L2.2. Comprehend nonverbal facial and body cues (e.g., frown, smile, shrug).</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| <p>L2.3. Use verbal strategies to demonstrate lack of comprehension (e.g., ask speaker for repetition, begin rephrasing).</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>L2.4. Respond to simple personal questions.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 1, an ELL can use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. |
| <p>ELP 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.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • actively listen to others. • participate in short conversations and written exchanges about familiar topics and in familiar contexts. • present simple information. • respond to simple yes/no questions and some wh-questions. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support,</i></p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |

| L2.5. Recognize simple conventions of speech (e.g., common contractions, such as, “can’t,” “what’s”) by responding appropriately. | |
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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s)</i>,</p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support</i>,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |

BENCHMARKS for *Speak So Others Can Understand*

By the end of Level 2, every Ohio ESOL student will know and be able to:

| S2.1. Communicate using simple phrases and sentences with familiar vocabulary, including memorized phrases. | |
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| <p>ELP 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.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • actively listen to others. • participate in short conversations and written exchanges about familiar topics and in familiar contexts. • present simple information. • respond to simple yes/no questions and some wh-questions. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support</i>,</p> <ul style="list-style-type: none"> • communicate information and feelings <i>about familiar texts, topics, and experiences.</i> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • express an opinion about a familiar topic, experience, or event. • give a reason for the opinion. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support</i>,</p> <ul style="list-style-type: none"> • carry out short, shared research projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. |

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| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • communicate basic information about an event or topic. • use a narrow range of vocabulary and syntactically simple sentences. |
| <p>S2.2. Pronounce common consonant and vowel sounds.* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>S2.3. Use grammatical structures (e.g., verb “to be” and subject pronouns in present tense) to communicate meaning.</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |
| <p>S2.4. Use words necessary for daily life (e.g., food, basic body parts, American holidays, family).</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • communicate basic information about an event or topic. • use a narrow range of vocabulary and syntactically simple sentences. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |
| <p>S2.5. Use one- to two-word questions (e.g., “Apple?” “Where?”), learned questions, and repetition to ensure listeners understand.</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |

***NOTE:** S2.2 does not have alignment to an ELP standard.

BENCHMARKS for *Read with Understanding*

By the end of Level 2, every Ohio ESOL student will know and be able to:

| R2.1. Recognize basic survival words and signs (e.g., stop, enter, exit). | |
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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 1, an ELL can use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support,</i></p> <ul style="list-style-type: none"> • carry out short, shared research projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| R2.2. Use strategies to understand text (e.g., decode familiar words, recognize common sight words, use pictures, picture dictionary, or basic ESOL dictionary). | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 1, an ELL can use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple spoken and written texts. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| R2.3. Use strategies to monitor decoding and word recognition of letters, words, and numerals (e.g., reread, question). | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| R2.4. Seek clarification by rereading. | |

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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>R2.5. Draw conclusions (e.g., from graphics, from words).</p> | |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support,</i></p> <ul style="list-style-type: none"> • identify a point an author or a speaker makes. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 1, an ELL can... <i>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>R2.6. Complete a task (e.g., follow simple one-step directions such as “Open book to page 20.”).</p> | |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support,</i></p> <ul style="list-style-type: none"> • carry out short, shared research projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. |

BENCHMARKS for *Convey Ideas in Writing*

By the end of Level 2, every Ohio ESOL student will know and be able to:

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| <p>W2.1. Generate ideas for writing (e.g., copy simple text, use picture dictionary).</p> | |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 1, an ELL can... <i>with support,</i></p> <ul style="list-style-type: none"> • carry out short, shared research projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. |
| <p>W2.2. Organize personal information (e.g., name, address).</p> | |

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| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • communicate information and feelings about familiar texts, topics, and experiences. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short, shared research projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. |
| <p>W2.3. Produce familiar words and short learned phrases (e.g., “I come from Mexico.”)</p> | |
| <p>ELP 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.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • actively listen to others. • participate in short conversations and written exchanges about familiar topics and in familiar contexts. • present simple information. • respond to simple yes/no questions and some wh-questions. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • communicate information and feelings about familiar texts, topics, and experiences. |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • express an opinion about a familiar topic, experience or event. • give a reason for the opinion. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short, shared research projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 1, an ELL can...</p> <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use. • recognize the meaning of some words learned through conversations, reading, and being read to. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • communicate basic information about an event or topic. • use a narrow range of vocabulary and syntactically simple sentences. |

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| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |
| <p>W2.4. Exhibit beginning control of basic grammar (e.g., “to be” verb in present tense, subject pronouns).</p> | |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • communicate basic information about an event or topic. • use a narrow range of vocabulary and syntactically simple sentences. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |
| <p>W2.5. Use conventions of spelling and punctuation (e.g., increasing phonemic awareness, capital letters at beginning of sentences, periods).</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. • understand and respond to simple questions. |
| <p>W2.6. Begin to recognize simple errors (e.g., legibility and word order).* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |

***NOTE:** W2.6 does not have alignment to an ELP standard.

Level 3: High Beginning ESL

BENCHMARKS for *Listen Actively*

By the end of Level 3, every Ohio ESOL student will know and be able to:

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| <p>L3.1. Demonstrate comprehension of sentences on simple topics.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts. • retell a few key details. |

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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... <i>using context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>L3.2. Comprehend nonverbal facial and body cues in informal, social settings.</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • show increasing awareness of differences between informal and formal language use. • adapt language choices to task and audience with emerging control in various social and academic contexts. • begin to use some frequently occurring general academic and content-specific words. |
| <p>L3.3. Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener uses simple rephrasing to check understanding).</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... <i>using context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| <p>L3.4. Respond appropriately to simple questions and one-step directions.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 2, an ELL can... <i>use an emerging set of strategies to:</i></p> <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts. • retell a few key details. |
| <p>ELP 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.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • participate in short conversations and written exchanges about familiar topics and texts. • present information and ideas. • appropriately take turns in interactions with others. • respond to simple questions and wh- questions. |
| <p>L3.5. Recognize conventions of speech (e.g., common contractions, such as, “can’t”, “what’s”) by responding appropriately.</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... <i>using context, questioning, and knowledge of morphology in their native language(s),</i></p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |

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| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
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BENCHMARKS for *Speak So Others Can Understand*

By the end of Level 3, every Ohio ESOL student will know and be able to:

| S3.1. Communicate using sentences on simple topics (e.g., needs, wants). | |
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| <p>ELP 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.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • participate in short conversations and written exchanges about familiar topics and texts. • present information and ideas. • appropriately take turns in interactions with others. • respond to simple questions and wh- questions. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • construct a claim about familiar topics, experiences, or events. • introduce the topic, experience, or event. • give a reason to support the claim. • provide a concluding statement. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects. • gather information from provided print and digital sources. • record information in simple notes. • summarize data and information. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • identify the main argument an author or speaker makes. • identify one reason an author or a speaker gives to support the argument. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
| <p>S3.2. Pronounce long and short vowels, blends, and diphthongs.* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |

| S3.3. Use grammatical structures (e.g., present tense, progressive tense, simple regular past tense) to communicate meaning. | |
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| ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | By the end of ELP level 2, an ELL can... with support, <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
| S3.4. Use an increasing vocabulary for everyday situations (e.g., health, housing, banking, school). | |
| ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing. | By the end of ELP level 2, an ELL can... <ul style="list-style-type: none"> • show increasing awareness of differences between informal and formal language use. • adapt language choices to task and audience with emerging control in various social and academic contexts. • begin to use some frequently occurring general academic and content-specific words. |
| ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | By the end of ELP level 2, an ELL can... with support, <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
| S3.5. Use rephrasing to enhance communication. | |
| ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing. | By the end of ELP level 2, an ELL can... <ul style="list-style-type: none"> • show increasing awareness of differences between informal and formal language use. • adapt language choices to task and audience with emerging control in various social and academic contexts. • begin to use some frequently occurring general academic and content-specific words. |

***NOTE:** S3.2 does not have alignment to an ELP standard.

BENCHMARKS for Read with Understanding

By the end of Level 3, every Ohio ESOL student will know and be able to:

| R3.1. Comprehend basic information (e.g., signs, notes) and simple sentences. | |
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| ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | By the end of ELP level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts. • retell a few key details. |
| ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems. | By the end of ELP level 2, an ELL can... with support, <ul style="list-style-type: none"> • carry out short individual or shared research projects. • gather information from provided print and digital sources. • record information in simple notes. • summarize data and information. |

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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R3.2. Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, ask questions, decode common words, use pictures).</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R3.3. Use strategies to monitor decoding and word recognition of simple sentences with familiar vocabulary (e.g., make word lists, look back or read on, identify word errors).</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R3.4. Seek clarification by looking back to text or reading on.</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R3.5. Draw conclusions (e.g., from phrases, from simple sentences).</p> | |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • identify the main argument an author or speaker makes. • identify one reason an author or a speaker gives to support the argument. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> • determine the meaning of frequently occurring words, phrases, and expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R3.6. Complete a task (e.g., follow longer directions such as “Call Maria at home at 9 p.m.”).</p> | |

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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects. • gather information from provided print and digital sources. • record information in simple notes. • summarize data and information. |
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BENCHMARKS for *Convey Ideas in Writing*

By the end of Level 3, every Ohio ESOL student will know and be able to:

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| <p>W3.1. Generate ideas for writing (e.g., word webs).</p> | |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects. • gather information from provided print and digital sources. • record information in simple notes. • summarize data and information. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • identify the main argument an author or speaker makes. • identify one reason an author or a speaker gives to support the argument. |
| <p>W3.2. Organize simple sentences.</p> | |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • construct a claim about familiar topics, experiences, or events. • introduce the topic, experience, or event. • give a reason to support the claim. • provide a concluding statement. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects. • gather information from provided print and digital sources. • record information in simple notes. • summarize data and information. |

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| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • recount a short sequence of events in order. • introduce an informational topic. • provide one or two facts about the topic. • use common linking words to connect events and ideas. |
| <p>W3.3. Produce simple sentences on familiar subjects.</p> | |
| <p>ELP 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.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • participate in short conversations and written exchanges about familiar topics and texts. • present information and ideas. • appropriately take turns in interactions with others. • respond to simple questions and wh- questions. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • construct a claim about familiar topics, experiences, or events. • introduce the topic, experience, or event. • give a reason to support the claim. • provide a concluding statement. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects. • gather information from provided print and digital sources. • record information in simple notes. • summarize data and information. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 2, an ELL can...</p> <ul style="list-style-type: none"> • show increasing awareness of differences between informal and formal language use. • adapt language choices to task and audience with emerging control in various social and academic contexts. • begin to use some frequently occurring general academic and content-specific words. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • recount a short sequence of events in order. • introduce an informational topic. • provide one or two facts about the topic. • use common linking words to connect events and ideas. |

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| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
| <p>W3.4. Illustrate some control of basic grammar (e.g., present and simple past tenses, prepositions, subject-verb agreement).</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
| <p>W3.5. Use conventions of spelling and punctuation (e.g., commas in a list, end punctuation, common spelling patterns).</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. • produce simple and compound sentences. |
| <p>W3.6. Edit and revise writing based on teacher feedback. <i>Included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>Teacher Language and Teacher-Student Exchanges</p> | <ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness |
| <p>Materials and Activities</p> | <ul style="list-style-type: none"> • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames |
| <p>Student Groupings</p> | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with additional scaffolds) |

Level 4: Low Intermediate ESL

BENCHMARKS for *Listen Actively*

By the end of Level 4, every Ohio ESOL student will know and be able to:

| L4.1. Demonstrate comprehension of familiar topics. | |
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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. • summarize part of a text. |
| L4.2. Comprehend nonverbal facial and body cues (e.g., personal space, touching, body position) in informal or formal settings. | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts. • use an increasing number of general academic and content specific words and expressions in spoken and written texts. • show developing control of style and tone in spoken and written texts. |
| L4.3. Use verbal strategies to demonstrate comprehension or lack of comprehension (e.g., listener asks for clarification). | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. • summarize part of a text. |
| <p>ELP 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.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about familiar 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. • restate some of the key ideas expressed. • follow rules for discussion. • ask questions to gain information or clarify understanding. |

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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP 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"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>L4.4. Respond appropriately to questions and two-step directions from various listening situations.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine a central idea or theme in oral presentations and spoken and written texts. retell key details. answer questions about key details. explain how the theme is developed by specific details in texts. summarize part of a text. |
| <p>ELP 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.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about familiar 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. restate some of the key ideas expressed. follow rules for discussion. ask questions to gain information or clarify understanding. |
| <p>L4.5. Recognize frequency adverbs and simple modals (e.g., “can,” “must,” “should”) by responding appropriately.</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP 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"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> use simple phrases. use simple clauses. produce and expand simple, compound, and a few complex sentences. |

BENCHMARKS for *Speak So Others Can Understand*

By the end of Level 4, every Ohio ESOL student will know and be able to:

| S4.1. Participate in conversations on familiar topics. | |
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| <p>ELP 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.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about familiar 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. • restate some of the key ideas expressed. • follow rules for discussion. • ask questions to gain information or clarify understanding. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events. |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • construct a claim about familiar topics. • introduce the topic. • provide sufficient reasons or facts to support the claim. • provide a concluding statement. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short research projects to answer a question. • gather information from multiple provided print and digital sources. • paraphrase key information in a short written or oral report. • include illustrations, diagrams, or other graphics as appropriate. • provide a list of sources. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim. • identify one or two reasons an author or a speaker gives to support the main point. |
| S4.2. Communicate meaning by using common contractions (e.g., “can’t,” “won’t”) and stressed syllables in a word (e.g., “beau-ti-ful”).* | |
| <p><i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| S4.3. Use grammatical structures (e.g., future and common irregular past tenses) to communicate meaning. | |

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| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • use simple phrases. • use simple clauses. • produce and expand simple, compound, and a few complex sentences. |
| <p>S4.4. Use descriptive words (e.g., commonly-used adjectives, commonly-used adverbs).</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts. • use an increasing number of general academic and content-specific words and expressions in spoken and written texts. • show developing control of style and tone in spoken and written texts. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • recount a sequence of events, with a beginning, middle, and end. • introduce and develop an informational topic with facts and details. • use common transitional words and phrases to connect events, ideas, and opinions. • provide a conclusion. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • use simple phrases. • use simple clauses. • produce and expand simple, compound, and a few complex sentences. |
| <p>S4.5. Repeat, rephrase, or use circumlocution to ensure listeners understand.</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts. • use an increasing number of general academic and content-specific words and expressions in spoken and written texts. • show developing control of style and tone in spoken and written texts. |

***NOTE:** S4.2 does not have alignment to an ELP standard.

BENCHMARKS for *Read with Understanding*

By the end of Level 4, every Ohio ESOL student will know and be able to:

| R4.1. Comprehend information in common forms and simple paragraphs (e.g., simple job application, classifieds, phone book). | |
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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... <i>use a developing set of strategies to:</i></p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. • summarize part of a text. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 3, an ELL can... <i>with support,</i></p> <ul style="list-style-type: none"> • carry out short research projects to answer a question. • gather information from multiple provided print and digital sources. • paraphrase key information in a short written or oral report. • include illustrations, diagrams, or other graphics as appropriate. • provide a list of sources. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 3, an ELL can... <i>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,</i></p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| R4.2. Use strategies to understand text (e.g., use a basic ESOL dictionary or bilingual dictionary, apply context and language clues). | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 3, an ELL can... <i>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,</i></p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <i>in spoken and written texts about familiar topics, experiences, or events.</i> |
| R4.3. Use strategies to monitor comprehension of simple paragraphs on familiar topics (e.g., restate, copy and rephrase text, use context). | |

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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. • summarize part of a text. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP 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"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R4.4. Seek clarification by asking and answering questions.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. • summarize part of a text. |
| <p>ELP 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.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about familiar 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. • restate some of the key ideas expressed. • follow rules for discussion. • ask questions to gain information or clarify understanding. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP 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"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R4.5. Draw conclusions (e.g., from sentences using sequence of events or description, from simple paragraphs using sequence of events or description).</p> | |

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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. • summarize part of a text. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim. • identify one or two reasons an author or a speaker gives to support the main point. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP 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"> • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in spoken and written texts about familiar topics, experiences, or events.</p> |
| <p>R4.6. Complete a task (e.g., follow two-step to three-step directions such as “Call Maria at home at 9 p.m. and invite her to dinner.”).</p> | |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short research projects to answer a question. • gather information from multiple provided print and digital sources. • paraphrase key information in a short written or oral report. • include illustrations, diagrams, or other graphics as appropriate. • provide a list of sources. |

BENCHMARKS for *Convey Ideas in Writing*

By the end of Level 4, every Ohio ESOL student will know and be able to:

| W4.1. Generate ideas for writing (e.g., discussions). | |
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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short research projects to answer a question. • gather information from multiple provided print and digital sources. • paraphrase key information in a short written or oral report. • include illustrations, diagrams, or other graphics as appropriate. • provide a list of sources. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim. • identify one or two reasons an author or a speaker gives to support the main point. |
| W4.2. Organize simple sentences with a beginning, middle, and end. | |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details <p>about familiar texts, topics, or events.</p> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • construct a claim about familiar topics. • introduce the topic. • provide sufficient reasons or facts to support the claim. • provide a concluding statement. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • carry out short research projects to answer a question. • gather information from multiple provided print and digital sources. • paraphrase key information in a short written or oral report. • include illustrations, diagrams, or other graphics as appropriate. • provide a list of sources. |
| W4.3. Produce a simple paragraph on a familiar topic. | |

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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about familiar 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. • restate some of the key ideas expressed. • follow rules for discussion. • ask questions to gain information or clarify understanding. |
| <p>ELP 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.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details <p>about familiar texts, topics, or events.</p> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • construct a claim about familiar topics. • introduce the topic. • provide sufficient reasons or facts to support the claim. • provide a concluding statement. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 3, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts. • use an increasing number of general academic and content-specific words and expressions in spoken and written texts. • show developing control of style and tone in spoken and written texts. |
| <p>W4.4. Use grammatical structures (e.g., future and common irregular past tenses, commonly-used adjectives, pronouns, prepositions, possessives).</p> | |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • recount a sequence of events, with a beginning, middle, and end. • introduce and develop an informational topic with facts and details. • use common transitional words and phrases to connect events, ideas, and opinions. • provide a conclusion. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • use simple phrases. • use simple clauses. • produce and expand simple, compound, and a few complex sentences. |
| <p>W4.5. Use conventions of spelling and punctuation (e.g., apostrophes, commas in complex sentences).</p> | |

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| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • use simple phrases. • use simple clauses. • produce and expand simple, compound, and a few complex sentences. |
| <p>W4.6. Edit and revise writing based on teacher and peer editing. <i>Included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>Teacher Language and Teacher-Student Exchanges</p> | <ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness |
| <p>Materials and Activities</p> | <ul style="list-style-type: none"> • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames |
| <p>Student Groupings</p> | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with additional scaffolds) |

Level 5: High Intermediate ESL

BENCHMARKS for *Listen Actively*

By the end of Level 5, every Ohio ESOL student will know and be able to:

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| <p>L5.1. Demonstrate some comprehension of less familiar topics and vocabulary, and authentic listening sources (e.g., weather forecast, telephone menu) related to daily life and work.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |
| <p>ELP 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.</p> | <p>By the end of ELP level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • deliver short oral presentations • compose written informational texts • develop the topic with a few details <p>about familiar texts, topics, or events.</p> |

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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in spoken and written texts about a variety of topics, experiences, or events.</p> |
| <p>L5.2. Begin to distinguish between formal and informal language.</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience in various social and academic contexts. use a wider range of complex general academic and content-specific words and phrases. adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. |
| <p>L5.3. Ask questions to check comprehension (e.g., listener asks targeted/more specific questions for clarification).</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine a central idea or theme in oral presentations and spoken and written texts. analyze the development of the themes/ideas. cite specific details and evidence from texts to support the analysis. summarize a text. |
| <p>ELP 2: An ELL can... participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. build on the ideas of others. express his or her own ideas. clearly support points with specific and relevant evidence. ask and answer questions to clarify ideas and conclusions. summarize the key points expressed. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in spoken and written texts about a variety of topics, experiences, or events.</p> |
| <p>L5.4. Respond appropriately to various listening sources (e.g., telephone, video, recorded announcements).* Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</p> | |

| L5.5. Recognize reduced speech (e.g., “gonna,” “wanna”) and common idioms (e.g., “What’s up?”) by responding appropriately. | |
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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in spoken and written texts about a variety of topics, experiences, or events.</p> |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> use increasingly complex phrases. use increasingly complex clauses. produce and expand simple, compound, and complex sentences. |

***NOTE:** L5.4 does not have alignment to an ELP standard.

BENCHMARKS for *Speak So Others Can Understand*

By the end of Level 5, every Ohio ESOL student will know and be able to:

| S5.1. Communicate in a variety of contexts related to daily life and work. | |
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| <p>ELP 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.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. build on the ideas of others. express his or her own ideas. clearly support points with specific and relevant evidence. ask and answer questions to clarify ideas and conclusions. summarize the key points expressed. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> 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. |

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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • analyze the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite textual evidence to support the analysis. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • introduce and develop an informational topic with facts, details, and evidence. • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>S5.2. Begin to communicate meaning by using linking and intonation.* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>S5.3. Show some control over basic grammatical structures (e.g., modal verbs, present perfect tenses, and gerunds).</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>S5.4. Expand vocabulary appropriate for a variety of familiar contexts.</p> | |

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| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience in various social and academic contexts. • use a wider range of complex general academic and content-specific words and phrases. • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • introduce and develop an informational topic with facts, details, and evidence. • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>S5.5. Adapt word choice, word stress, and/or grammar to enhance communication.</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience in various social and academic contexts. • use a wider range of complex general academic and content-specific words and phrases. • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. |

**NOTE: S5.2 does not have alignment to an ELP standard.*

BENCHMARKS for *Read with Understanding*

By the end of Level 5, every Ohio ESOL student will know and be able to:

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| <p>R5.1. Comprehend simple graphs, charts, diagrams, and paragraphs.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |

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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • analyze the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite textual evidence to support the analysis. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in spoken and written texts about a variety of topics, experiences, or events.</p> |
| <p>R5.2. Use strategies to understand text (e.g., draw on prior knowledge, use a basic or ESOL dictionary, look for root words).</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in spoken and written texts about a variety of topics, experiences, or events.</p> |
| <p>R5.3. Use strategies to monitor comprehension of information on familiar topics with unfamiliar vocabulary (e.g., recall, explain the content of the text, use simple examples).</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |

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| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in spoken and written texts about a variety of topics, experiences, or events.</p> |
| <p>R5.4. Seek clarification by restating and rephrasing.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine a central idea or theme in oral presentations and spoken and written texts. analyze the development of the themes/ideas. cite specific details and evidence from texts to support the analysis. summarize a text. |
| <p>ELP 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.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. build on the ideas of others. express his or her own ideas. clearly support points with specific and relevant evidence. ask and answer questions to clarify ideas and conclusions. summarize the key points expressed. |
| <p>R5.5. Draw conclusions (e.g., finding main idea of a paragraph, using compare/contrast).</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine a central idea or theme in oral presentations and spoken and written texts. analyze the development of the themes/ideas. cite specific details and evidence from texts to support the analysis. summarize a text. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> analyze the reasoning in persuasive spoken and written texts. determine whether the evidence is sufficient to support the claim. cite textual evidence to support the analysis. |
| <p>R5.6. Complete a task (e.g., follow multi-step directions on familiar topics such as directions to the library).</p> | |

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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
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BENCHMARKS for *Convey Ideas in Writing*

By the end of Level 5, every Ohio ESOL student will know and be able to:

| W5.1. Generate ideas for writing (e.g., Venn diagrams, brainstorming). | |
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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • analyze the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite textual evidence to support the analysis. |
| W5.2. Organize simple writing with a developed beginning, middle, and end. | |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful <p><i>about a variety of texts, topics, or events.</i></p> |

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| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • 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. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • introduce and develop an informational topic with facts, details, and evidence. • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>W5.3. Produce simple paragraphs with topic sentences and supporting details.</p> | |
| <p>ELP 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.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. • build on the ideas of others. • express his or her own ideas. • clearly support points with specific and relevant evidence. • ask and answer questions to clarify ideas and conclusions. • summarize the key points expressed. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p> |

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| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • 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. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience in various social and academic contexts. • use a wider range of complex general academic and content-specific words and phrases. • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • introduce and develop an informational topic with facts, details, and evidence. • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>W5.4. Use some complex grammatical structures (e.g., transitions, prepositions, articles, modals) with errors.</p> | |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. • introduce and develop an informational topic with facts, details, and evidence. • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |

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| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>W5.5. Use mostly correct spelling and punctuation.</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 4, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>W5.6. Edit and revise writing based on self-editing using dictionaries and checklists. <i>Included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>Teacher Language and Teacher-Student Exchanges</p> | <ul style="list-style-type: none"> • Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness |
| <p>Materials and Activities</p> | <ul style="list-style-type: none"> • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames |
| <p>Student Groupings</p> | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with additional scaffolds) |

Level 6: Advanced ESL

BENCHMARKS for *Listen Actively*

By the end of Level 6, every Ohio ESOL student will know and be able to:

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| <p>L6.1. Demonstrate comprehension of most everyday subjects spoken with fluency.</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |

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| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> • 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. |
| <p>L6.2. Comprehend and distinguish between formal and informal language.</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • use a wide variety of complex general academic and content-specific words and phrases. • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |
| <p>L6.3. Use various strategies to demonstrate comprehension (e.g., listener provides clarification, when necessary).</p> | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |

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| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> • 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. |
| <p>L6.4. Has increasing ability to understand directions and questions without face to face contact (e.g., television, telephone, radio).* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>L6.5. Recognize prepositions and phrasal verbs, (e.g., “ran into”) and begin to recognize slang and colloquialisms (e.g., “cool”) by responding appropriately.</p> | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> • 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. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |

***NOTE:** L6.4 does not have alignment to an ELP standard.

BENCHMARKS for *Speak So Others Can Understand*

By the end of Level 6, every Ohio ESOL student will know and be able to:

| S6.1. Communicate in social and work settings (e.g., opinions, complaints, problems) differentiating between formal and informal. | |
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| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful <i>about a variety of texts, topics, or events.</i> |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • construct a substantive claim about a variety of topics. • introduce the claim. • distinguish it from a counter-claim. • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim. • provide a conclusion that summarizes the argument presented. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |

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| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • analyze and evaluate the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite specific textual evidence to thoroughly support the analysis. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • introduce and effectively develop an informational topic with facts, details, and evidence. • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>S6.2. Communicate meaning by using rhythm and stress patterns in sentences, and begin using appropriate pauses.* <i>Does not have alignment to an ELP standard and is not included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>S6.3. Show control of most grammatical structures (e.g., perfect tenses, conditionals).</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>S6.4. Demonstrate basic fluency (e.g., register, word choice, gesture, pace).</p> | |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • use a wide variety of complex general academic and content-specific words and phrases. • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |

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| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • introduce and effectively develop an informational topic with facts, details, and evidence. • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>S6.5. Use a variety of strategies to clarify meaning.</p> | |
| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • use a wide variety of complex general academic and content-specific words and phrases. • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |

***NOTE:** S6.2 does not have alignment to an ELP standard.

BENCHMARKS for *Read with Understanding*

By the end of Level 6, every Ohio ESOL student will know and be able to:

| R6.1. Read authentic materials to gain knowledge (e.g., to prepare a report). | |
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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 5, an ELL can... <i>use a wide range of strategies to:</i></p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • analyze and evaluate the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite specific textual evidence to thoroughly support the analysis. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 5, an ELL can... <i>using context, questioning, and consistent knowledge of English morphology,</i></p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions <i>in spoken and written texts about a variety of topics, experiences, or events.</i> |
| R6.2. Use strategies to understand text (e.g., skim and scan, use dictionaries, use word parts). | |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 5, an ELL can... <i>using context, questioning, and consistent knowledge of English morphology,</i></p> <ul style="list-style-type: none"> • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions <i>in spoken and written texts about a variety of topics, experiences, or events.</i> |

| R6.3. Use strategies to monitor comprehension of information on unfamiliar topics (e.g., pose and answer questions, alter reading rate). | |
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| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |
| <p>ELP 8: An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of ELP level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> • 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. |
| R6.4. Seek clarification by explaining content and giving examples. | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |
| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| R6.5. Draw conclusions (e.g., summarizing from multiple paragraphs, using fact/opinion). | |
| <p>ELP 1: An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> | <p>By the end of ELP level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text. |

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| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • analyze and evaluate the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite specific textual evidence to thoroughly support the analysis. |
| <p>R6.6. Complete a task (e.g., follow complex directions such as recipes).</p> | |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |

BENCHMARKS for *Convey Ideas in Writing*

By the end of Level 6, every Ohio ESOL student will know and be able to:

| W6.1. Generate ideas for writing (e.g., outlines from resources, notes from resources). | |
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| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 6: An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • analyze and evaluate the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite specific textual evidence to thoroughly support the analysis. |
| W6.2. Organize writing with a developed introduction, supporting details, and conclusion. | |
| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |
| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. |

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| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • construct a substantive claim about a variety of topics. • introduce the claim. • distinguish it from a counter-claim. • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim. • provide a conclusion that summarizes the argument presented. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • introduce and effectively develop an informational topic with facts, details, and evidence. • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>W6.3. Produce a multiple paragraph text with an introduction, body, and conclusion.</p> | |
| <p>ELP 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.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. • summarize the key points and evidence discussed. |

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| <p>ELP 3: An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • deliver oral presentations. • compose written informational texts. • fully develop the topic with relevant details, concepts, examples, and information. • integrate graphics or multimedia when useful about a variety of texts, topics, or events. |
| <p>ELP 4: An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • construct a substantive claim about a variety of topics. • introduce the claim. • distinguish it from a counter-claim. • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim. • provide a conclusion that summarizes the argument presented. |
| <p>ELP 5: An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. |
| <p>ELP 7: An ELL can... adapt language choices to purpose, task, and audience when speaking and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • use a wide variety of complex general academic and content-specific words and phrases. • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |
| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • introduce and effectively develop an informational topic with facts, details, and evidence. • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>W6.4. Use a variety of grammatical structures (e.g., perfect tenses, clauses, indirect objects) with few errors.</p> | |

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| <p>ELP 9: An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. • introduce and effectively develop an informational topic with facts, details, and evidence. • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement. |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>W6.5. Refine use of conventions of spelling and punctuation.</p> | |
| <p>ELP 10: An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</p> | <p>By the end of ELP level 5, an ELL can...</p> <ul style="list-style-type: none"> • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. |
| <p>W6.6. Edit and revise writing based on self-editing and other feedback. <i>Included in ELP Supports and Scaffolding Recommendations</i></p> | |
| <p>Teacher Language and Teacher-Student Exchanges</p> | <ul style="list-style-type: none"> • Model complex grammatical language about both concrete and abstract topics |
| <p>Materials and Activities</p> | <ul style="list-style-type: none"> • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics |
| <p>Student Groupings</p> | <ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with additional scaffolds) |

Appendix

ELP Standards with Level Descriptors

This full list of the ELP standards with descriptors for levels 1-5 is provided for a more complete view of the standards anticipated for adoption in FY2019. Please note that when adopted the standards will be split into six levels as indicated in the alignment.

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

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

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|--|---|--|
| <p>An ELL can... speak and write about level-appropriate complex literary and informational texts and topics.</p> | <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> Communicate information and feelings about familiar texts, topics, and experiences. | <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> deliver short oral presentations compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. | <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. | <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. | <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. |

| ELP Standard 4 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|--|---|---|
| <p>An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> | <p>By the end of English language proficiency level 1, an ELL can...</p> <ul style="list-style-type: none"> ● express an opinion about a familiar topic, experience or event. ● give a reason for the opinion. | <p>By the end of English language proficiency level 2, an ELL can...</p> <ul style="list-style-type: none"> ● construct a claim about familiar topics, experiences, or events. ● introduce the topic, experience, or event. ● give a reason to support the claim. ● provide a concluding statement. | <p>By the end of English language proficiency level 3, an ELL can...</p> <ul style="list-style-type: none"> ● construct a claim about familiar topics. ● introduce the topic. ● provide sufficient reasons or facts to support the claim. ● provide a concluding statement. | <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> ● 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. | <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> ● construct a substantive claim about a variety of topics. ● introduce the claim. ● distinguish it from a counter-claim. ● provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim. ● provide a conclusion that summarizes the argument presented. |

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

| ELP Standard 6 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|--|--|---|
| <p>An ELL can... analyze and critique the arguments of others orally and in writing.</p> | <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> • identify a point an author or a speaker makes. | <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> • identify the main argument an author or speaker makes. • identify one reason an author or a speaker gives to support the argument. | <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim. • identify one or two reasons an author or a speaker gives to support the main point. | <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> • analyze the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite textual evidence to support the analysis. | <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> • analyze and evaluate the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite specific textual evidence to thoroughly support the analysis. |

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

| ELP Standard 8 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|--|---|---|--|
| <p>An ELL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text.</p> | <p>By the end of English language proficiency level 1, an ELL can...</p> <p>relying heavily on context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> 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. | <p>By the end of English language proficiency level 2, an ELL can...</p> <p>using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events. | <p>By the end of English language proficiency level 3, an ELL can...</p> <p>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,</p> <ul style="list-style-type: none"> 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. | <p>By the end of English language proficiency level 4, an ELL can...</p> <p>using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> 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. | <p>By the end of English language proficiency level 5, an ELL can...</p> <p>using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> 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. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|--|---|---|--|
| <p>An ELL can... create clear and coherent level-appropriate speech and text.</p> | <p>By the end of English language proficiency level 1, an ELL can... with support,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic. use a narrow range of vocabulary and syntactically simple sentences. | <p>By the end of English language proficiency level 2, an ELL can... with support,</p> <ul style="list-style-type: none"> recount a short sequence of events in order. introduce an informational topic. provide one or two facts about the topic. use common linking words to connect events and ideas. | <p>By the end of English language proficiency level 3, an ELL can... with support,</p> <ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end. introduce and develop an informational topic with facts and details. use common transitional words and phrases to connect events, ideas, and opinions. provide a conclusion. | <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. introduce and develop an informational topic with facts, details, and evidence. use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. provide a concluding section or statement. | <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. introduce and effectively develop an informational topic with facts, details, and evidence. use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. provide a concluding section or statement. |

| ELP Standard 10 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|--|---|---|
| <p>An ELL can...</p> <p>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...</p> <p>with support,</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. understand and respond to simple questions. | <p>By the end of English language proficiency level 2, an ELL can...</p> <p>with support,</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. produce simple and compound sentences. | <p>By the end of English language proficiency level 3, an ELL can...</p> <p>with support,</p> <ul style="list-style-type: none"> use simple phrases. use simple clauses. produce and expand simple, compound, and a few complex sentences. | <p>By the end of English language proficiency level 4, an ELL can...</p> <ul style="list-style-type: none"> use increasingly complex phrases. use increasingly complex clauses. produce and expand simple, compound, and complex sentences. | <p>By the end of English language proficiency level 5, an ELL can...</p> <ul style="list-style-type: none"> use complex phrases and clauses. produce and expand simple, compound, and complex sentences. |