

Florida Department of Education

ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES	
Program/Course Title	Adult English for Speakers of Other Languages (ESOL)
Program/Course Number	9900040
CIP Number	1532.010300
Grade Level	30, 31
Standard Length	2700 hours maximum recommended

PURPOSE

The purpose of the Adult ESOL program is to “assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics and an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.” In addition, the Adult ESOL program is “designed to lead to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training; or employment.” Adult Education and Family Literacy Act (AEFLA), Title II, Section 202, Workforce Investment and Opportunity Act (WIOA), 2014.

STUDENTS

Students enrolling in the Adult ESOL CCR course may have secondary or postsecondary degree(s) and/or credential(s) from another country or the U.S. Eligible students are those who:

- Are age 16 years or older and not enrolled in the K12 system
- Score below the exit score of NRS ESL Level 6 as measured by FDOE-approved assessments
- Are not simultaneously enrolled in the English Literacy for Career and Technical Education (ELCATE) course

Students enrolling in the Adult ESOL course should demonstrate the ability to read and write in their native language, at a minimum. If a student scores below the accurate range on the lowest level pre-test, the program should administer the FDOE Native Language Screening (NLS) to the student. The NLS is available on the FDOE website at <http://www.fldoe.org/academics/career-adult-edu/adult-edu/index.stml>. The purpose of the NLS is to determine reading and writing skills in the student’s native language. If the scores from the NLS indicate the student is pre-literate, non-literate, or semi-literate, the program should enroll the student in the Literacy Skills course (9900300), in place of the Adult ESOL course.

CURRICULUM FRAMEWORK

The Adult ESOL curriculum framework is a guide for local programs to design an in-house curriculum that meets the needs of their students. The framework provides local programs with a broad outline of the knowledge and skills that students should learn. Local programs are encouraged to provide instructors with a curriculum comprised of the following elements:

- Educational outcomes that students will be expected to have achieved upon completion of the course
- A description of the content to be covered in the course (the College and Career Readiness Standards, English Language Proficiency Standards, Life and Work Competencies and other content created or collected by instructors)
- A description of learning activities that may be used when teaching the course
- A description of the types of vocabulary words and supporting grammar students will need to know
- A list of textbooks, workbooks, websites and online learning platforms, films, dictionaries, etc., that may be used

The Adult ESOL Course addresses the following NRS Educational Functioning Levels:

FDOE Adult ESOL Levels		NRS ESL* Educational Functioning Levels
1	Foundations	ESL Level 1
2	Low Beginning	ESL Level 2
3	High Beginning	ESL Level 3
4	Low Intermediate	ESL Level 4
5	High Intermediate	ESL Level 5
6	Advanced	ESL Level 6
* ESL is a term used by the NRS and stands for English as a Second Language. It is synonymous with ESOL.		

The Adult ESOL framework consists of three components:

1. College and Career Readiness (CCR) Standards for adult education
2. English Language Proficiency (ELP) Standards for adult education
3. The FDOE Life and Work Competencies

The framework starts with tables that list the CCR Standards and ELP Standards. In lesson planning and classroom instruction, instructors will use the CCR Standards and ELP Standards in combination. The CCR standards represent what students can do upon completion of each level and cover the essential oral and written English communication skills students need for real-world applications. They are the end goal of all adult education students, including ESOL, as the students advance toward their long-term personal and career goals.

The CCR Standards and ELP Standards reflect three key instructional advances:

1. Complex text: The standards provide regular practice with complex text and academic language.
2. Evidence from text: The standards prioritize students' ability to cite evidence from literary and informational text across the domains of reading, writing, speaking, and listening.
3. Content-rich text: The standards focus not only on English language skills but also on literacy across disciplines of science, social studies, and technical subjects, and on students' ability to build knowledge through comprehension of content-rich informational text.

The ELP Standards have the following roles in relation to adult English language learners:

- Support implementation of the Adult Education CCR Standards in all programs statewide
- Provide guidance to teachers of adult ESOL students at different levels access the CCR standards
- Make recommendations on the types of linguistic supports that adult ESOL students may need

The 10 ELP Standards address receptive, productive, interactive and interpretive skills of the four areas of language acquisition (listening, speaking, reading, and writing), and linguistic features of the English language.

- Standards 1 and 8: Receptive and Interpretive skills of listening and reading
- Standards 3, 4, 7: Productive skills of speaking and writing
- Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- Standards 8, 9 and 10: Micro-linguistic features such as determining the meaning of words and using appropriate speech and conventions of Standard English.

ELP Standards 1 – 7 highlight the language skills highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing*).

The final section of the framework provides instructors with a comprehensive list of Life and Work Competencies. The CCR and ELP Standards should be taught contextually by building lessons around the life and work competencies that relate to students' personal and career goals. Many of the competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

The FDOE Life and Work Competencies cover the following nine subject areas:

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|---|--------------------|---|-----------------------|
| 1 | Communication | 6 | Civics |
| 2 | Employment | 7 | Environment |
| 3 | Community | 8 | Mathematics |
| 4 | Consumer Education | 9 | Learning and Thinking |
| 5 | Health | | |

ASSESSMENTS

Assessments approved by FDOE (see Rule 6A-6.014, FAC.) and USDOE measure the completion of EFLs. The following paper and online tests have been approved for use in Adult ESOL: BEST Plus 2.0 and BEST Literacy, CASAS (Life and Work 80 Reading Series and 980 Listening Series), and TABE CLAS-E. For additional information, see <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml>.

ACCOMMODATIONS

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology, and special communication systems.

ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

CAREER AND EDUCATION PLANNING

The Adult ESOL frameworks integrate the following career development standards to assist students with career exploration and planning. Students can access Florida's career information delivery system or a comparable system for career exploration and development of a career plan.

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

DIGITAL LITERACY

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Instructors can integrate the digital literacy standards into their Adult ESOL lesson plans.

- DL.01 Develop basic keyboarding and numerical keypad skills.
- DL.02 Produce a variety of digital documents such as research papers, resumes, charts, and tables.
- DL.03 Use the internet to collect data and information.
- DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

INTEGRATED EDUCATION AND TRAINING (IET)

In order to meet the "integrated" requirement of IET, all services must include the following:

- Adult education and literacy activities run concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement;
- Activities are of sufficient intensity and quality, and based on the most rigorous research available, particularly with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals;
- Occur simultaneously; and
- Use occupational relevant instructional materials.

The integrated education and training program must have a single set of learning objectives that identifies specific adult education content, workforce preparation activities, and workforce training competencies, and the program activities function cooperatively.

WORKFORCE PREPARATION ACTIVITIES

The term “workforce preparation activities” means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (WIOA, 2014). The following workforce preparation activities should be integrated into the classroom instruction.

Critical Thinking	All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
Teamwork	All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group’s goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
Employment	All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
Self-Management	All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
Utilize Resources	All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
Use Information	All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
Understand Systems	All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

CCR Reading Foundations Anchor Standards

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| 2 | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) |
| 3 | Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition) |
| 4 | Read with sufficient accuracy and fluency to support comprehension. (Fluency) |

CCR Reading Anchor Standards

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|----|---|
| 1 | Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| 2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| 3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| 4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| 5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole. |
| 6 | Assess how point of view or purpose shapes the content and style of a text. |
| 7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| 8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| 9 | Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| 10 | Read and comprehend complex literary and informational texts independently and proficiently. |

CCR Writing Anchor Standards

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| 1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying new approach. |
| 6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with |

others.

7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

COLLEGE AND CAREER READINESS ANCHOR STANDARDS

CCR Speaking and Listening Anchor Standards

1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCR Language Anchor Standards

1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

ENGLISH LANGUAGE PROFICIENCY STANDARDS

ELP Anchor Standard 1	An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.
ELP Anchor Standard 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.
ELP Anchor Standard 3	An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
ELP Anchor Standard 4	An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
ELP Anchor Standard 5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
ELP Anchor Standard 6	An ELL can analyze and critique the arguments of others orally and in writing.
ELP Anchor Standard 7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.
ELP Anchor Standard 8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.
ELP Anchor Standard 9	An ELL can create clear and coherent level-appropriate speech and text.
ELP Anchor Standard 10	An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

CORRESPONDENCES OF CCR AND ELP STANDARDS

CCR Standards		ELP Standards									
		ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	ELP 6	ELP 7	ELP 8	ELP 9	ELP 10
Reading Foundations	RF 2										
	RF 3										
	RF 4										
Reading	R 1	1								9	
	R 2	1								9	
	R 3	1								9	
	R 4							8	9		
	R 5										
	R 6										
	R 7	1									
	R 8						6				
	R 9										
	R 10										
Writing	W 1				4		6				
	W 2			3							
	W 3			3							
	W 4										
	W 5							7			
	W 6		2								
	W 7					5					
	W 8					5					
	W 9					5					
Speaking and Listening	SL 1		2								
	SL 2	1									
	SL 3						6				
	SL 4			3	4	5				9	
	SL 5			3		5					
	SL 6							7		9	
Language	L 1										10
	L 2										
	L 3										10
	L 4							8			
	L 5							8			
	L 6							7			

CCR READING FOUNDATIONS STANDARDS

CCR Reading Foundations Anchor Standard 2 (Phonemic Awareness) Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

CCR Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Distinguish long from short vowel sounds in spoken single-syllable words. c. Count, pronounce, blend, and segment syllables in spoken words. d. Blend and segment onsets and rimes of single-syllable spoken words. e. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. f. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). g. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. h. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Blank	Blank	Blank

No ELP Standard Provided

CCR Reading Foundations Anchor Standard 3 (Phonics, Decoding and Spelling) Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Know the spelling-sound correspondences for common consonant digraphs. d. Decode regularly spelled one-syllable words. 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel 	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic 	Blank

<p>e. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>f. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>g. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>h. Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>i. Read words with inflectional endings.</p> <p>j. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>k. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>teams.</p> <p>c. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>d. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>e. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>f. Decode words with common Latin suffixes.</p> <p>g. Decode multi-syllable words.</p> <p>h. Recognize and read grade-appropriate irregularly spelled words.</p>	<p>words in context and out of context.</p>	
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No ELP Standard Provided

CCR Reading Foundations Anchor Standard 4 (Fluency and Accuracy - Oral Reading) Read with sufficient accuracy and fluency to support comprehension. (Fluency)

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to</p>	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to</p>	<p>Blank</p>

	confirm or self-correct word recognition and understanding, rereading as necessary.	confirm or self-correct word recognition and understanding, rereading as necessary.	
No ELP Standard Provided			

CCR READING STANDARDS

CCR Reading Anchor Standard 1 (Key Ideas and Details) Read closely to determine what the text says explicitly to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.				
Reading Level A ESOL Levels 1-2-3	Reading Level B ESOL Level 4	Reading Level C ESOL Level 5	Reading Level D ESOL Level 6	
Ask and answer questions about key details in a text	Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Application: Cite specific textual evidence to support analysis of primary and secondary sources. Application: Cite specific textual evidence to support analysis of science and technical texts.	
ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.				
Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written	By the end of English language proficiency level 2, an ELL can use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written 	By the end of English language proficiency level 3, an ELL can use a developing set of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written 	By the end of English language proficiency level 4, an ELL can use an increasing range of strategies to: <ul style="list-style-type: none"> • determine a central idea or theme in oral presentations and spoken and written 	By the end of English language proficiency level 5, an ELL can use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations and spoken

CCR READING STANDARDS

texts.	texts • retell a few key details.	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.	texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.	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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ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences.	By the end of English language proficiency level 2, an ELL can, with support, • 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.	By the end of English language proficiency level 3, an ELL can, with support, • 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.	By the end of English language proficiency level 4, an ELL can • 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.	By the end of English language proficiency level 5, an ELL can • 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.

Reading Anchor Standard 2 (Key Ideas and Details) Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Identify the main topic and retell key details of a text.	Determine the main idea of a text; recount the key details	Determine the main idea of a text and explain how it is	Determine a theme or central idea of a text and how it is

CCR READING STANDARDS

	and explain how they support the main idea.	supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Application: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
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ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.	By the end of English language proficiency level 2, an ELL can use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	By the end of English language proficiency level 3, an ELL can use a developing set of strategies to: <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 4, an ELL can use an increasing range of strategies to: <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can use a wide range of strategies to: <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 Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support,	By the end of English language proficiency level 2, an ELL can, with support,	By the end of English language proficiency level 3, an ELL can, with support,	By the end of English language proficiency level 4, an ELL can	By the end of English language proficiency level 5, an ELL can

CCR READING STANDARDS

<ul style="list-style-type: none"> • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences. 	<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. 	<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. 	<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. 	<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.
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Reading Anchor Standard 3 (Key Ideas and Details) Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Describe the connection between two individuals, events, ideas, or pieces of information in a text.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). Application: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). Follow precisely a multistep procedure when carrying out experiments, taking measurements, or

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performing technical tasks.

ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.	By the end of English language proficiency level 2, an ELL can use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	By the end of English language proficiency level 3, an ELL can use a developing set of strategies to: <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 4, an ELL can use an increasing range of strategies to: <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can use a wide range of strategies to: <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 Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, <ul style="list-style-type: none"> • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences. 	By the end of English language proficiency level 2, an ELL can, with support, <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. 	By the end of English language proficiency level 3, an ELL can, with support, <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 	By the end of English language proficiency level 4, an ELL can <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 	By the end of English language proficiency level 5, an ELL can <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

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		<ul style="list-style-type: none"> • provide a conclusion. 	the major sections of speech and text and to clarify relationships among events and ideas <ul style="list-style-type: none"> • provide a concluding section or statement. 	transitions to link the major sections of speech and text and to clarify relationships among events and ideas <ul style="list-style-type: none"> • provide a concluding section or statement.
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Reading Anchor Standard 4 (Craft and Structure) Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), <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. 	By the end of English language proficiency level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), <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. 	By the end of English language proficiency level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, <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 	By the end of English language proficiency level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology, <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 	By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology, <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

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		about familiar topics, experiences, or events.	spoken and written texts about a variety of topics, experiences, or events.	about a variety of topics, experiences, or events.
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ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<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.

Reading Anchor Standard 5 (Craft and Structure) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Analyze the structure an</p>

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	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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No ELP Standard Provided

Reading Anchor Standard 6 (Craft and Structure) Assess how point of view or purpose shapes the content and style of a text.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Blank	Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Distinguish their own point of view from that of the author of a text.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Describe how a narrator’s or speaker’s point of view influences how events are described.	Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

No ELP Standard Provided

Reading Anchor Standard 7 (Integration of Knowledge and Ideas) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an	Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.

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of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

understanding of the text in which it appears.
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or

ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.	By the end of English language proficiency level 2, an ELL can use an emerging set of strategies to identify the main topic in oral presentations and simple spoken and written texts retell a few key details.	By the end of English language proficiency level 3, an ELL can use a developing set of strategies to: <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 4, an ELL can use an increasing range of strategies to: <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can use a wide range of strategies to: <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.

Reading Anchor Standard 8 (Integration of Knowledge and Ideas) Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Identify the reasons an author gives to support points in a text.	Describe how reasons support specific points the author makes in a text.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and

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			reasons and evidence support which point(s).	the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.						
Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6		
By the end of English language proficiency level 1, an ELL can, with support, identify a point an author or a speaker makes.	By the end of English language proficiency level 2, an ELL can, with support, <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. 	By the end of English language proficiency level 3, an ELL can, with support, <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. 	By the end of English language proficiency level 4, an ELL can <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. 	By the end of English language proficiency level 5, an ELL can <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. 		
Reading Anchor Standard 9 (Integration of Knowledge and Ideas) Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.						
Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6			
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Compare and contrast the most important points and key details presented in two texts on the same topic.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.			
No ELP Standard Provided						
Reading Anchor Standard 10 (Range of Reading and Level of Text Complexity)						
Read and comprehend complex literary and informational texts independently and proficiently. (Apply one or more of the Associated Quantitative Measures of Text Complexity to Reading Anchor Standards 1-9.)						
CCR Band	ATOS	Degrees of Reading	Flesch-Kincaid	The Lexile	Reading Maturity	SourceRater

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		Power®		Framework®		
CCR Level B	2.75-5.14	42-54	1.98-5.34	420-820	3.53-6.13	0.05-2.48
CCR Level C	4.97-7.03	52-60	4.51-7.73	740-1010	5.42-7.92	0.84-5.75
CCR Level D	7.00-9.98	57-67	6.51-10.34	925-1185	7.04-9.57	4.11-10.66
CCR Level E	9.67-12.01	62-72	8.32-12.12	1050-1335	8.41-10.81	9.02-13.93
CCR Level E	11.20-14.10	67-74	10.34-14.2	1185-1385	9.57-12.00	12.30-14.50

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CCR Writing Anchor Standard 1 (Texts Types and Purposes) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Blank	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p> <p>d. Provide a concluding statement or section related to the opinion</p>	<p>Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a</p>

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			presented.	formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.
ELP Anchor Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.				
Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can <ul style="list-style-type: none"> • express an opinion about a familiar topic, experience or event. • give a reason for the opinion. 	By the end of English language proficiency level 2, an ELL can <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. 	By the end of English language proficiency level 3, an ELL can <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. 	By the end of English language proficiency level 4, an ELL can <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. 	By the end of English language proficiency level 5, an ELL can <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 counterclaim • provide a conclusion that summarizes the argument presented.
ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.				
Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, identify a point an author or a speaker makes.	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • identify the main argument an author or speaker makes • identify one reason an 	By the end of English language proficiency level 3, an ELL can, with support, <ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim • identify one or two reasons 	By the end of English language proficiency level 4, an ELL can <ul style="list-style-type: none"> • analyze the reasoning in persuasive spoken and written texts • determine whether the 	By the end of English language proficiency level 5, an ELL can <ul style="list-style-type: none"> • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the

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	author or a speaker gives to support the argument.	an author or a speaker gives to support the main point.	evidence is sufficient to support the claim • cite textual evidence to support the analysis.	evidence is sufficient to support the claim cite specific textual evidence to thoroughly support the analysis.
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CCR Writing Anchor Standard 2 (Texts Types and Purposes) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/ experiments, or technical processes.] a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete

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		<p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>
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ELP Anchor Standard 3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, communicate information and feelings about familiar texts, topics, and experiences.	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. 	By the end of English language proficiency level 3, an ELL can, with support, <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. 	By the end of English language proficiency level 4, an ELL can deliver oral presentations <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can <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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CCR Writing Anchor Standard 3 (Texts Types and Purposes) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.	

ELP Anchor Standard 3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, communicate information and feelings about familiar texts, topics, and experiences.	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. 	By the end of English language proficiency level 3, an ELL can, with support, <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. 	By the end of English language proficiency level 4, an ELL can deliver oral presentations <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can <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.

CCR Writing Anchor Standard 4 (Production and Distribution of Writing) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6

CCR WRITING STANDARDS

Blank	Produce writing in which the development and organization are appropriate to task and purpose.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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No ELP Standard Provided

CCR Writing Anchor Standard 5 (Production and Distribution of Writing) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)	With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)	With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 at this level.)

ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can <ul style="list-style-type: none"> • show emerging awareness of differences between informal and formal language use • recognize the meaning of 	By the end of English language proficiency 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 	By the end of English language proficiency level 3, an ELL can <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 	By the end of English language proficiency level 4, an ELL can <ul style="list-style-type: none"> • adapt language choices and style according to purpose, task, and audience in various social and academic contexts 	By the end of English language proficiency level 5, an ELL can <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

CCR WRITING STANDARDS

some words learned through conversations, reading, and being read to.	task and audience with emerging control in various social and academic contexts <ul style="list-style-type: none"> begin to use some frequently occurring general academic and content-specific words. 	contexts <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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CCR Writing Anchor Standard 6 (Production and Distribution of Writing) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can <ul style="list-style-type: none"> actively listen to others participate in short conversations and written exchanges about familiar topics and in familiar contexts 	By the end of English language proficiency level 2, an ELL can <ul style="list-style-type: none"> participate in short conversations and written exchanges about familiar topics and texts present information and ideas 	By the end of English language proficiency level 3, an ELL can <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 	By the end of English language proficiency level 4, an ELL can <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 	By the end of English language proficiency level 5, an ELL can <ul style="list-style-type: none"> participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts,

CCR WRITING STANDARDS

<ul style="list-style-type: none"> • present simple information • respond to simple yes/no questions and some wh-questions. 	<ul style="list-style-type: none"> • appropriately take turns in interactions with others • respond to simple questions and wh-questions. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> 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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CCR Writing Anchor Standard 7 (Research to Build and Present Knowledge) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level 7 Level D ESOL Level 6
Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct short research projects that build knowledge about a topic.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, <ul style="list-style-type: none"> • carry out short, shared research projects • gather information from a 	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • carry out short individual or shared research projects • gather information from 	By the end of English language proficiency level 3, an ELL can, with support, <ul style="list-style-type: none"> • carry out short research projects to answer a question 	By the end of English language proficiency level 4, an ELL can <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a 	By the end of English language proficiency level 5, an ELL can <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a

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<p>few provided print and digital sources</p> <ul style="list-style-type: none"> • label collected information, experiences, or events • recall information from experience or from a provided source. 	<p>provided print and digital sources</p> <ul style="list-style-type: none"> • record information in simple notes • summarize data and information. 	<ul style="list-style-type: none"> • 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>question</p> <ul style="list-style-type: none"> • 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>question or solve a problem</p> <ul style="list-style-type: none"> • 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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CCR Writing Anchor Standard 8 (Research to Build and Present Knowledge) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<p>By the end of English language proficiency 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>By the end of English language proficiency 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>By the end of English language proficiency 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>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.

CCR Writing Anchor Standard 9 (Research to Build and Present Knowledge) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Blank	Blank	Draw evidence from literary	Draw evidence from literary

CCR WRITING STANDARDS

		<p>or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).</p> <p>b. Apply Reading standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”).</p>	<p>or informational texts to support analysis, reflection, and research.</p> <p>a. Apply Reading standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).</p> <p>b. Apply Reading standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”).</p>
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ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1 ESOL Levels (1) 2	Level 1 ESOL Levels (1) 2	Level 1 ESOL Levels (1) 2	Level 1 ESOL Levels (1) 2	Level 1 ESOL Levels (1) 2
<p>By the end of English language proficiency 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>By the end of English language proficiency 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>By the end of English language proficiency 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, 	<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 	<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

CCR WRITING STANDARDS

		<p>diagrams, or other graphics as appropriate</p> <ul style="list-style-type: none"> • provide a list of sources. 	<p>effectively</p> <ul style="list-style-type: none"> • 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>each source</p> <ul style="list-style-type: none"> • 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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CCR SPEAKING & LISTENING STANDARDS

CCR Speaking & Listening Anchor Standard 1 (Comprehension and Collaboration) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.			
Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Participate in collaborative conversations with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas</p>	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe</p>

CCR SPEAKING & LISTENING STANDARDS

	<p>under discussion.</p> <p>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding in light of the discussion.</p>	<p>under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>b. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>c. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>and reflect on ideas under discussion.</p> <p>b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
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ELP Anchor Standard 2 An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<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 	<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 	<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 	<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 	<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

CCR SPEAKING & LISTENING STANDARDS

questions and some wh-questions.	<ul style="list-style-type: none"> • respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> • 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>evidence</p> <ul style="list-style-type: none"> • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed. 	<ul style="list-style-type: none"> • 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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CCR Speaking & Listening Anchor Standard 2 (Comprehension and Collaboration) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

ELP Anchor Standard 1 An ELL can construct meaning from oral presentations and literary and informational text through level appropriate listening, reading, and viewing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can use a very limited set of strategies to identify a	By the end of English language proficiency level 2, an ELL can use an emerging set of strategies to:	By the end of English language proficiency level 3, an ELL can use a developing set of strategies to:	By the end of English language proficiency level 4, an ELL can use an increasing range of strategies to:	By the end of English language proficiency level 5, an ELL can use a wide range of strategies to:

CCR SPEAKING & LISTENING STANDARDS

few key words and phrases in oral communications and simple spoken and written texts.	<ul style="list-style-type: none"> • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. 	<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. 	<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. 	<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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CCR Speaking & Listening Anchor Standard 3 (Comprehension and Collaboration) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

ELP Anchor Standard 6 An ELL can analyze and critique the arguments of others orally and in writing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, identify a point an author or a speaker makes.	By the end of English language proficiency level 2, an ELL can, with support, <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. 	By the end of English language proficiency level 3, an ELL can, with support, <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. 	By the end of English language proficiency level 4, an ELL can <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 	By the end of English language proficiency level 5, an ELL can <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

CCR SPEAKING & LISTENING STANDARDS

			<ul style="list-style-type: none"> • cite textual evidence to support the analysis. 	specific textual evidence to thoroughly support the analysis.
<p>CCR Speaking & Listening Anchor Standard 4 (Presentation of Knowledge and Ideas) Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>				
Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6	
Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	
<p>ELP Anchor Standard 3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>				
Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
ELP Standard 3 Level 1: By the end of English language proficiency level 1, an ELL can, with support, communicate information and feelings about familiar texts, topics, and experiences.	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. 	By the end of English language proficiency level 3, an ELL can, with support, <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. 	By the end of English language proficiency level 4, an ELL can deliver oral presentations <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can <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 Anchor Standard 4 An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.</p>				

CCR SPEAKING & LISTENING STANDARDS

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<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 counterclaim • provide a conclusion that summarizes the argument presented.

ELP Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<p>By the end of English language proficiency 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>By the end of English language proficiency 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>By the end of English language proficiency 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 	<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 	<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

CCR SPEAKING & LISTENING STANDARDS

		<ul style="list-style-type: none"> • provide a list of sources. 	<ul style="list-style-type: none"> • integrate information into an organized oral or written report • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately. 	<p>multiple print and digital sources</p> <ul style="list-style-type: none"> • 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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ELP Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<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.

CCR Speaking & Listening Anchor Standard 5 (Presentation of Knowledge and Ideas) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Level A	Level B	Level C	Level D
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CCR SPEAKING & LISTENING STANDARDS

ESOL Levels 1-2-3	ESOL Level 4	ESOL Level 5	ESOL Level 6
Blank	Blank	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

ELP Anchor Standard 3 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, communicate information and feelings about familiar texts, topics, and experiences.	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. 	By the end of English language proficiency level 3, an ELL can, with support, <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. 	By the end of English language proficiency level 4, an ELL can deliver oral presentations <ul style="list-style-type: none"> • 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. 	By the end of English language proficiency level 5, an ELL can <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 Anchor Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, with support, <ul style="list-style-type: none"> • carry out short, shared research projects • gather information from a 	By the end of English language proficiency level 2, an ELL can, with support, <ul style="list-style-type: none"> • carry out short individual or shared research projects • gather information from 	By the end of English language proficiency level 3, an ELL can, with support, <ul style="list-style-type: none"> • carry out short research projects to answer a question 	By the end of English language proficiency level 4, an ELL can <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question 	By the end of English language proficiency level 5, an ELL can <ul style="list-style-type: none"> • carry out both short and more sustained research projects to answer a question or solve a problem

CCR SPEAKING & LISTENING STANDARDS

<ul style="list-style-type: none"> few provided print and digital sources label collected information, experiences, or events recall information from experience or from a provided source. 	<ul style="list-style-type: none"> provided print and digital sources record information in simple notes summarize data and information. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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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CCR Speaking & Listening Anchor Standard 6 (Presentation of Knowledge and Ideas) Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Speak audibly and express thoughts, feelings, and ideas clearly. Produce complete sentences when appropriate to task and situation. (See Language standards 1 and 3.)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language standards 1 and 3.)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language standards 1 and 3.)	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language standards 1 and 3 for specific expectations.)

ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1	Level 2	Level 3	Level 4	Level 5
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CCR SPEAKING & LISTENING STANDARDS

ESOL Levels (1) 2	ESOL Level 3	ESOL Level 4	ESOL Level 5	ESOL Level 6
<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 Anchor Standard 9 An ELL can create clear and coherent level-appropriate speech and text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<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 	<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

CCR SPEAKING & LISTENING STANDARDS

			clarify relationships among events and ideas • provide a concluding section or statement.	among events and ideas • provide a concluding section or statement.
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CCR LANGUAGE STANDARDS

Language Anchor Standard 1 (Conventions of Standard English) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). f. Use frequently occurring adjectives. g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). k. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). l. Produce and expand complete simple and compound	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. c. Form and use regular and irregular plural nouns. d. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). e. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). f. Use abstract nouns (e.g., <i>childhood</i>).	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). c. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. d. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. e. Form and use the perfect	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns. c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague or unclear pronouns. e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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<p>declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>	<p>g. Form and use regular and irregular verbs. h. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. i. Ensure subject-verb and pronoun-antecedent agreement. j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. k. Use coordinating and subordinating conjunctions. l. Produce simple, compound, and complex sentences. m. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p>	<p>(e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. f. Use verb tense to convey various times, sequences, states, and conditions. g. Recognize and correct inappropriate shifts in verb tense. h. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). i. Form and use prepositional phrases. j. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). k. Produce complete sentences, recognizing and correcting in-appropriate fragments and run-ons. l. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. g. Form and use verbs in the active and passive voice. h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. i. Recognize and correct inappropriate shifts in verb voice and mood. j. Explain the function of phrases and clauses in general and their function in specific sentences. k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p>
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ELP Anchor Standard 10 An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<p>By the end of English language proficiency level 1, an ELL can, with support,</p> <ul style="list-style-type: none"> recognize and use a small number of frequently 	<p>By the end of English language proficiency level 2, an ELL can, with support,</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, 	<p>By the end of English language proficiency level 3, an ELL can, with support,</p> <ul style="list-style-type: none"> use simple phrases use simple clauses 	<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 	<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,

CCR LANGUAGE STANDARDS

<p>occurring nouns, noun phrases, verbs, conjunctions, and prepositions</p> <ul style="list-style-type: none"> • understand and respond to simple questions. 	<p>adverbs, prepositions, and conjunctions</p> <ul style="list-style-type: none"> • produce simple and compound sentences. 	<ul style="list-style-type: none"> • produce and expand simple, compound, and a few complex sentences. 	<p>clauses</p> <ul style="list-style-type: none"> • produce and expand simple, compound, and complex sentences. 	<p>compound, and complex sentences.</p>
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CCR Language Anchor Standard 2 (Conventions of Standard English) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Capitalize dates and names of people.</p> <p>c. Recognize and name end punctuation.</p> <p>d. Use end punctuation for sentences.</p> <p>e. Use commas in dates and to separate single words in a series.</p> <p>f. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize holidays, product names, and geographic names.</p> <p>b. Capitalize appropriate words in titles.</p> <p>c. Use commas in greetings and closings of letters.</p> <p>d. Use commas in addresses.</p> <p>e. Use commas and quotation marks in dialogue.</p> <p>f. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>g. Form and use possessives.</p> <p>h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use punctuation to separate items in a series.</p> <p>d. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>e. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>f. Use underlining, quotation marks, or italics to indicate</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>b. Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>c. Use an ellipsis to indicate an omission.</p> <p>d. Spell correctly.</p>

CCR LANGUAGE STANDARDS

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| <p>words (e.g., sitting, smiled, cries, happiness).</p> <p>i. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p> <p>j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p> | <p>titles of works.</p> <p>g. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>h. Spell grade-appropriate words correctly, consulting references as needed</p> |
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No ELP Standard Provided

CCR Language Anchor Standard 3 (Knowledge of Language) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
Blank	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-</p>	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>b. Maintain consistency in style and tone.</p> <p>c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>

CCR LANGUAGE STANDARDS

		<p>group discussion).</p> <p>d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	
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ELP Anchor Standard 10 An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<p>By the end of English language proficiency 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>By the end of English language proficiency 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>By the end of English language proficiency 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>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.

CCR Language Anchor Standard 4 (Vocabulary Acquisition and Use) Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look)</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, restatements, cause/effect</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a</p>

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<p>and their inflectional forms (e.g., looks, looked, looking).</p>	<p>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>	<p>relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, autograph, photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>
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ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<p>By the end of English language proficiency level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in 	<p>By the end of English language proficiency level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s),</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, 	<p>By the end of English language proficiency level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently 	<p>By the end of English language proficiency level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a 	<p>By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and

CCR LANGUAGE STANDARDS

spoken and written texts about familiar topics, experiences, or events.	experiences, or events.	occurring expressions in spoken and written texts about familiar topics, experiences, or events.	growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.	idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.
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CCR Language Anchor Standard 5 (Vocabulary Acquisition and Use) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>With guidance and support, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</p> <p>b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</p> <p>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p>	<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	Blank

ELP Anchor Standard 8 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
By the end of English language proficiency level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native	By the end of English language proficiency level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s),	By the end of English language proficiency level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native	By the end of English language proficiency level 4, an ELL can, using context, questioning, and an increasing knowledge of English morphology,	By the end of English language proficiency level 5, an ELL can, using context, questioning, and consistent knowledge of English morphology,

CCR LANGUAGE STANDARDS

<p>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. 	<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>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. 	<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. 	<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.
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CCR Language Anchor Standard 6 (Vocabulary Acquisition and Use) Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

Level A ESOL Levels 1-2-3	Level B ESOL Level 4	Level C ESOL Level 5	Level D ESOL Level 6
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>).</p> <p>Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>	<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:</p> <ul style="list-style-type: none"> ● signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>). ● are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). ● signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). 	<p>Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>

CCR LANGUAGE STANDARDS

ELP Anchor Standard 7 An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Level 1 ESOL Levels (1) 2	Level 2 ESOL Level 3	Level 3 ESOL Level 4	Level 4 ESOL Level 5	Level 5 ESOL Level 6
<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.

LIFE AND WORK COMPETENCIES

Subject Areas	
1	Communication
2	Employment
3	Community
4	Consumer Economics
5	Health
6	Civics
7	Environment
8	Mathematics
9	Learning and Thinking
1	Communication
1.1	Interact with others effectively in the classroom
1.2	Respond appropriately to common information questions (name, address, family members, country)
1.3	Identify or use appropriate non-verbal behavior (e.g., handshaking)
1.4	Converse about daily and leisure activities, every day topics, and personal interests
1.5	Identify family members and their relationships
1.6	Complete a personal information form
1.7	Use a telephone or similar device to make and receive calls and for other functions
1.8	Interpret or write a personal note, invitation, or letter
1.9	Identify the months of the year and the days of the week
1.1 0	Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?)
1.1 1	Understand or use appropriate language to clarify or request clarification
1.1 2	Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree)
1.1 3	Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
1.1 4	Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)
1.1 5	Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
2	Employment
Obtaining Employment	
2.1	Identify and use sources of information about job opportunities such as job descriptions
2.2	Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses
2.3	Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application
2.4	Identify and use information about training opportunities

LIFE AND WORK COMPETENCIES	
2.5	Identify common occupations and the skills and education required for them
2.6	Identify procedures for career planning, including self-assessment
2.7	Identify appropriate skills and education for keeping a job and getting a promotion
2.8	Interpret job responsibilities and performance reviews
2.9	Identify job training needs and set learning goals
2.1 0	Identify/interpret appropriate behaviors, attire, attitudes, and interpersonal interactions in the workplace
Wages	
2.1 1	Interpret information about wages, deductions, pay statements, and timekeeping forms
2.1 2	Interpret employee handbooks, personnel policies, employee benefits, and job manuals
2.1 3	Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment
Workplace Safety	
2.1 5	Identify/interpret safety signs and manuals, safe work procedures, and ergonomic requirements in the workplace
2.1 6	Identify common safety equipment and safe work attire
2.1 7	Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them
Workplace Tools and Technology	
2.1 8	Demonstrate use of common business machines
2.1 9	Demonstrate the ability to use a computer in performing work tasks
2.2 0	Identify tools, equipment, and machines in the workplace
2.2 1	Interpret work-related technical service manuals
2.2 2	Identify/interpret procedures to troubleshoot/resolve problems with machines, and maintain them
Workplace Communication	
2.2 3	Interpret general work-related vocabulary (e.g., supervisor, shift)
2.2 4	Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms charts, checklists, etc.
2.2 5	Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism
2.2 6	Demonstrate ability to select, set up, and apply appropriate technology for a given task
2.2 7	Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal

LIFE AND WORK COMPETENCIES	
	responsibility for accomplishing goals
2.2 8	Demonstrate effective communication skills in working with customers and clients
2.2 9	Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers
2.3 0	Assess the operation of a system or organization and make recommendations for improvement, including development of new systems
2.3 1	Interpret and write work-related correspondence, including notes, memos, letters, and e-mail
2.3 2	Interpret written workplace announcements and notices
2.3 3	Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion
2.3 4	Select and analyze work-related information for a given purpose and communicate it to others orally or in writing
2.3 5	Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution
2.3 6	Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance
	Workplace Resource Management
2.3 7	Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records
2.3 8	Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)
3	Community
3.1	Ask for, give, follow, or clarify directions to a place or location, including reading signs
3.2	Identify/interpret signs related to public transportation
3.3	Identify/interpret different types of transportation in the community, and interpret traffic information
3.4	Identify/interpret maps relating to travel needs, including internet-based map systems
3.5	Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning)
3.6	Locate and utilize services of agencies that provide emergency help
3.7	Identify governmental social services (e.g., Social Security, Medicare, welfare programs)
3.8	Interpret the types of community services available through community organizations
3.9	Locate and interpret information related to classes and schedules
3.1 0	Interpret school-related registration and application forms
3.1 1	Interpret information about social issues
4	Consumer Economics
	Measurement and Money
4.1	Interpret recipes
4.2	Interpret, use and compute measurement for consumer-related purposes

LIFE AND WORK COMPETENCIES	
4.3	Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
4.4	Interpret advertisements, labels, charts, and price tags in selecting goods and services
Purchasing Goods and Services	
4.5	Compare price, quality, and product information to determine the best buys for goods and services
4.6	Identify common food items
4.7	Identify common articles of clothing
4.8	Identify, compare and use methods for purchasing goods and services, including online purchasing
4.9	Make returns, exchanges, and customer service requests
4.1 0	Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments
4.1 1	Identify common articles of clothing
Consumer Protection	
4.1 2	Identify consumer protection resources concerning business practices and solicitations
4.1 3	Identify procedures the consumer can follow if merchandise or service is unsatisfactory
4.1 4	Interpret product guarantees and warranties
4.1 5	Interpret operating instructions, directions, or labels for consumer products
4.1 6	Interpret information to obtain repairs
Financial Literacy	
4.1 7	Interpret information about personal and family budgets
4.1 8	Consider need, affordability, and long-term implications in making purchases
4.1 9	Interpret different types of bills (e.g., medical, utilities, credit card)
4.2 0	Demonstrate ability to use and manage banking services such as ATMs, direct deposit, debit card purchasing, and online banking
4.2 1	Interpret information about the types of loans available through lending institutions
4.2 3	Interpret information about credit and debt, including interest rates, payment terms and credit reports
Housing	
4.2 4	Identify different kinds of housing, areas of the home, and common household items
4.2 5	Select appropriate housing by reading ads, signs, and other information, and by making inquiries
4.2 6	Interpret lease and rental documents

LIFE AND WORK COMPETENCIES	
4.2 7	Interpret information about tenant and landlord rights and obligations
4.2 8	Interpret information about housing loans and homeowner insurance
4.2 9	Communicate maintenance needs and housing problems to a landlord or property manager
4.3 0	Recognize home theft and fire prevention measures
Transportation	
4.3 1	Interpret highway and traffic signs and signals, including parking information
4.3 2	Identify driving regulations and procedures to obtain a driver's license
4.3 3	Compute mileage and gasoline consumption
4.3 4	Interpret maps related to driving
4.3 5	Interpret information related to the selection and purchase of a car
4.3 6	Interpret information related to automobile maintenance
4.3 7	Identify types of vehicles and basic car parts and features, including safety equipment
5 Health	
Basic Health and Medical Information	
5.1	Identify parts of the body
5.2	Identify information necessary to make or keep medical and dental appointments
5.3	Identify and use health care services and facilities, including interacting with staff
5.4	Identify and access counseling services
5.5	Interpret information about health care plans, insurance, and benefits
5.6	Fill out medical health history forms
5.7	Interpret medical bills
5.8	Identify and use appropriate medications, including prescription, over-the-counter, and generic
5.9	Interpret medicine labels
5.1 0	Interpret product labels, including directions and warnings
5.1 1	Identify safety measures that can prevent accidents and injuries
5.1 2	Interpret procedures for first-aid
5.1 3	Interpret information about AIDS and other sexually transmitted diseases
5.1	Recognize problems related to drugs, tobacco, alcohol and identify where treatment may be obtained

LIFE AND WORK COMPETENCIES	
4	
5.1 5	Interpret immunization requirements
5.1 6	Interpret health and danger alerts
5.1 7	Interpret medical-related vocabulary (e.g., X-ray, blood test)
Maintaining Health	
5.1 8	Interpret information about nutrition, including food labels
5.1 9	Identify/interpret information about a healthy diet
5.2 0	Identify how to handle, prepare and store food safely
5.2 1	Identify practices that promote dental health
5.2 2	Identify practices to maintain health such as regular checkups, exercise, and disease prevention measures
5.2 3	Interpret information about illnesses, diseases, and health conditions, and their symptoms
5.2 4	Communicate with medical personnel regarding condition, diagnosis, treatment, concerns, and instructions
5.2 5	Interpret information on the development, care, and health and safety concerns of children
6	Civics
Voting and Civic Engagement	
6.1	Identify/interpret voter qualifications and registration forms
6.2	Interpret a ballot
6.3	Interpret information about electoral politics, political parties, and candidates
6.4	Identify, interpret, and express opinions on political and other public issues
6.5	Identify how to contact public officials about issues and concerns
U.S. History	
6.6	Identify the U.S. flag, other national symbols, and principal monuments
6.7	Interpret information about U.S. history
6.8	Identify/interpret U.S. historical documents
6.9	Interpret information about U.S. states, cities, geographical features, and points of interest
Legal Rights and Responsibilities	
6.1 0	Interpret laws and ordinances, and legal forms and documents
6.1 1	Identify individual legal and civil rights and procedures for obtaining legal advice
6.1 2	Interpret basic court procedures

LIFE AND WORK COMPETENCIES	
6.1 3	Interpret information or identify requirements for establishing residency and/or obtaining citizenship
6.1 4	Identify common infractions, crimes, legal consequences
6.1 5	Identify procedures for reporting a crime
6.1 6	Identify legal obligations in domestic relationships and how to report problems
Functions of Government	
6.1 7	Interpret information about the legislative, judicial, and executive branches and their activities
6.1 8	Interpret information about the military and law enforcement
6.1 9	Identify local, state and federal government officials and their roles
Civic Activities	
6.2 0	Identify ways to communicate with and interact with local, state and federal government officials
6.2 1	Identify civic responsibilities, e.g., voting, jury duty, and paying taxes
6.2 2	Interpret information about civic organizations and public service groups
6.2 3	Interpret information about neighborhood or community problems and their solutions
Economics	
6.2 4	Identify trends in the economy related to wages and employment
6.2 5	Identify trends in the economy related to prices of goods and services
6.2 6	Interpret information on economic issues that are part of current events
7 Environment	
7.1	Identify the principal components of the weather and Earth's climate system
7.2	Interpret information related to the way the principal components of the weather and Earth's climate system interact
7.3	Identify the principal elements of climate change
7.4	Interpret information related to the way climate change impacts on environmental, biological, and social systems
7.5	Identify ways to use energy efficiently
7.6	Interpret information related to energy issues
7.7	Interpret information about issues related to natural sciences, such as biology
7.8	Interpret information related to uses of technology to conserve and protect the natural environment
7.9	Identify ways of conserving resources, including recycling

LIFE AND WORK COMPETENCIES

8 Mathematics	
	Note: Instructors may use the FDOE ABE Mathematics Standards to complement instruction in mathematics.
8.1	Count to 100 by ones and by tens
8.2	Identify and classify numeric symbols
8.3	Tell and write time in hours and half-hours using analog and digital clocks
8.4	Compare two numbers between 1 and 10 presented as written numerals
8.5	Count and associate numbers with quantities, including recognizing correct number sequencing
8.6	Solve addition and subtraction word problems, and add and subtract within 10
8.7	Using drawings or objects, find the number between 1-9 that makes 10 when added to the given number
8.8	Identify information needed to solve a given problem
8.9	Use the four operations to compute using whole numbers
8.1 0	Convert common or mixed fractions to decimal fractions or percents
8.1 1	Use the four operations to compute with percents, rate, ratio, and proportion
8.1 2	Apply a percent to determine amount of discount
8.1 3	Apply a percent in a context not involving money
8.1 4	Recognize and evaluate simple consumer formulas
8.1 5	Convert units of U.S. standard measurement and metric system
8.1 6	Recognize, use, and measure linear dimensions, geometric shapes, or angles
8.1 7	Measure area and volume of geometric shapes
8.1 8	Use or interpret measurement instruments, such as rulers, scales, gauges, and dials
8.1 9	Interpret diagrams, illustrations, and scale drawings
8.2 0	Calculate with units of time
8.2 1	Interpret data from graphs
8.2 2	Compute averages, medians, or modes
8.2 3	Interpret statistical information used in news reports and articles
8.2 4	Interpret statements of probability
9 Learning and Thinking	
9.1	Identify and prioritize personal, educational, and workplace goals

LIFE AND WORK COMPETENCIES

9.2	Identify and paraphrase pertinent information
9.3	Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships
9.4	Make comparisons, differentiating among, sorting, and classifying items, information, or ideas
9.5	Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize
9.6	Identify a problem and its possible causes
9.7	Generate ideas using various approaches, such as brainstorming
9.8	Devise and implement a solution to an identified problem
9.9	Evaluate the outcome of a solution and suggest modifications to it as needed
9.1 0	Take notes or write a summary or an outline
9.1 1	Use an index or table of contents
9.1 2	Identify/interpret test-taking skills and strategies
9.1 3	Interpret visual representations, e.g., symbols, blueprints, flowcharts, and schematics
9.1 4	Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations

Contextualizing Mathematics and Science Practices in Adult ESOL Instruction

Math and science are often called “universal languages” because they have concepts that are the same the world over. They also have many cognates, words with similar meaning and spelling in English. But ELLs still face challenges. Cognates are pronounced differently in their language, numbers are written differently, and there are many every day English words that have special meanings in word problems.

There are several ways to include math and science in ESOL instruction. Programs may offer separate math and science classes to ELLs based on their interests, or they may adopt a separate math and science curriculum and offer it at a set time each day or on certain days of the week. A third option, used in many programs, is to integrate math and science content into thematic units of instruction that are already part of the ESOL curriculum. While the primary focus of ESOL instruction is English language acquisition, there are instructional units that naturally lend themselves to math and science skills and concepts. Instruction of math and science practices, like language, should begin with real-life scenarios. Math practices such as MP3, “Make sense of problems and persevere in solving them,” can be incorporated into units on money, shopping, and budgeting. Science practices such as SP8, “Obtain, evaluate, and communicate information,” can be incorporated into units on health, transportation, and the weather.

Correspondences of the Mathematical Practices and ELP Standards for Adult Education

Table 1 displays the correspondences between the Mathematical Practice and the ELP Standards for Adult Education. The eight Mathematical Practices are presented in rows along the left-hand side of the table and the corresponding ELP Standards for AE are presented in columns. As can be seen in the table, three Mathematical Practices correspond to between three and eight separate ELP Standards for Adult Education. Instructors can use Table 1 in planning lessons that contextualize the Mathematical Practices with the ELP standards. For example, MP3 (Construct viable arguments and critique the reasoning of others) and ELP Standard 4 (language for constructing a claim) could provide the context for instructional planning and activities. Instructors may also choose to use the FDOE ABE level specific standards for mathematics to further contextualize instruction.

Table 1.

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

Correspondences of the Science Practices and ELP Standards for Adult Education

Table 2 displays the correspondences between the ELP Standards for Adult Education and the Next Generation Science Standards (NGSS) Science and Engineering Practices. The eight Science Practices are presented in rows along the left side of the table and the corresponding ELP Standards for Adult Education are presented in columns. This mapping may be used to identify supporting language skills (and standards) to incorporate into lessons. Instructors can use Table 2 as a springboard to raise awareness of the intersections of science and language. Understanding the correspondences between the Science Practices and ELP Standards for Adult Education can also help to contextualize instruction that aligns to ELL’s interests.

Table 2.

Science Practice (SP)	ELP 1	ELP 2	ELP 3	ELP 4	ELP 5	ELP 6	ELP 7	ELP 8	ELP 9	ELP 10
SP1. Ask questions and define problems.	X	X				X	X	X	X	X
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					X				X	
SP4. Analyze and interpret data.		X		X					X	
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		X	X		X	X	X		X	
SP7. Engage in argument from evidence.				X		X			X	
SP8. Obtain, evaluate, and communicate information.		X	X	X	X	X	X	X	X	X