

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

EXTRACT

With Correspondences to College and Career Readiness Standards for English Language Arts and Literacy, and Mathematical and Science Practices

October 2016



Guiding Principles

Although panelists drew on their individual expertise throughout the standards selection process, they also were informed by a set of guiding principles. These guiding principles were intended to ensure that the selected standards will help adult educators like you to recognize both the strengths and needs of adult ELLs. The principles (presented in Table 1) represent foundational understandings about adult ELLs and English language teaching that influenced the panel’s selection of the ELP Standards for AE.⁴

Table 1. Guiding Principles

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

2. Adult ELLs represent a diverse population of learners.

3. Adult ELLs’ funds of knowledge are a resource for their learning.

4. Social language has an important role in ELLs’ English language acquisition process.

5. Three key instructional advances form the basis of state-adopted content standards for English language arts in AE that ELLs must access.

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

7. Scaffolding is an essential tool to facilitate ELLs’ acquisition of language and content.

8. ELLs with disabilities have specific instructional needs.

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

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

The guiding principles are not presented in any particular order or hierarchy and no sequence is implied. You may want to refer to these guiding principles when discussing the implementation of the ELP Standards for AE. These principles can also give you guidance on how to create an educational climate that supports the use of the ELP standards in a systematic and authentic way.

⁴ These reflect many of the same guiding principles included in the ELPA21 English Language Proficiency (ELP) Standards (CCSSO, 2014). They were adapted for relevance to an adult education context.

The 10 English Language Proficiency Standards for Adult Education

The ELP Standards for AE are divided into two groups: Standards 1–7 and Standards 8–10. Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7.

Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards

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

View One

View One of the ELP Standards for AE displays each ELP Standard and its Level 1–5 descriptors. It also includes correspondences to the Mathematical Practices (MP) and Science Practices (SP) and the CCR English Language Arts and Literacy Standards for AE.

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> 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.

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

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

SP1. Ask questions and define problems.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Reading

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

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

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

Speaking and Listening

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

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

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

<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Writing

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

Speaking and Listening

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

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

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

MP1. Make sense of problems and persevere in solving them.
MP6. Attend to precision.

SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Writing

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening

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

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

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

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

<p>MP3. Construct viable arguments and critique the reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Writing

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Speaking and Listening

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

ELP Standard 5	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.	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 few provided print and digital sources label collected information, experiences, or events recall information from experience or from a provided source. 	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 provided print and digital sources record information in simple notes summarize data and information. 	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 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. 	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 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. 	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 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.

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Writing

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

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

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

ELP Standard 6	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... analyze and critique the arguments of others orally and in writing.	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> 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.

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

<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Reading

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Writing

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Speaking and Listening

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

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

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

MP1. Make sense of problems and persevere in solving them.
MP6. Attend to precision.

SP1. Ask questions and define problems.
SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Writing

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

Speaking and Listening

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

Language

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

ELP Standard 8	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text.	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 about familiar topics, experiences, or events.	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 spoken and written texts about a variety of topics, experiences, or events.	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 about a variety of topics, experiences, or events.

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

MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.
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when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Reading

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

Language

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

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

ELP Standard 9	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... create clear and coherent level-appropriate speech and text.	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 provide a conclusion. 	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 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... <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.

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

<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique the reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP3. Plan and carry out investigations.</p> <p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Reading

CCR 1E¹⁰: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)

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

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

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

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

Speaking and Listening

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

¹⁰ The correspondence determined in the ELPA21 ELP Standards was at a granular level instead of at the anchor-standard level.

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

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

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

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

Language

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

Table C–1. Supports and Scaffolding Recommendations by Level¹³

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

¹³ Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels*. Retrieved from <https://lincwellell.wikispaces.com/file/view/WiDA+Support++Examples+Across+Levels.pdf>