

English Language Proficiency Standards: At A Glance

February 19, 2014

These English Language Proficiency (ELP) Standards were collaboratively developed with CCSSO, West Ed, Stanford University Understanding Language Initiative, and the states in the ELPA21 Consortium.

The Oregon Board of Education adopted the standards on October 17, 2013. Oregon Department of Education thanks Portland Public Schools for designing the At A Glance format. Currently state staff in the ELPA21 consortium are updating very minor errors in these standards. The At a Glance documents will be then updated by March 31, 2014.



These English Language Proficiency standards illuminate the social and academic uses of language inherent in -- and needed to fully access -- the new, language-rich college-and-career-ready content standards. The standards articulate these language dimensions and target uses in progressions that teachers, parents and students themselves can understand and act together on to foster beginning level English language learners (ELLs) “inclusion readiness,” identify intermediate level ELLs’ “challenge zone,” and recognize more advanced level ELLs’ readiness for removal of specialized scaffolds and supports¹.

The ELP standards focus on the “shift from how language and literacy instruction has often been approached both in mainstream English Language Arts (ELA) and in separate courses for ELLs, such as English Language Development (ELD).”² Teachers of all disciplines will be instructed on how to apply the ELP standards to their planning and instruction by focusing on the critical language, knowledge about language, and skills using language that are in college-and-career-ready standards and that are necessary for the ELLs to be successful in school.

The ELP standards focus on the language needed to access college- and-career-ready standards in English Language Arts (ELA) and Literacy, Mathematics, and Science rather than supporting ELLs’ development of English language proficiency in a manner that is decontextualized from the general education curriculum.

Proficiency levels 1 through 5 describe targets for student performance by the end of each ELP level at a particular point in time. Students may demonstrate a range of abilities within each ELP level. The linear progressions in this document are done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. A student’s learning expectation should be seen as a continuum of development; therefore an English language proficiency level identifies a particular stage of English language development (e.g. “a student at level 1 or a student whose listening performance is at Level 1”).

For assistance with professional development to assist teachers transition instruction to these new ELP standards, please see links on the English Language Proficiency Standards webpage.

Footnotes:

¹ Stanford University. (2012). Policy Statement From the Understanding Language Initiative. Stanford, CA <http://108.166.93.97/sites/default/files/u11/The%20Purpose%20of%20English%20Language%20Proficiency%20Standards_FINAL.pdf>

² Strategic Initiative: English Language Proficiency Standards Professional Learning Grant (January 2, 2014). Page 10.

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Type of information found in this document:

- One page posters for kindergarten, grade 1, grade band 2-3, grade band 4-5, grade band 6-8, and grade band 9-12
- The 10 standards are detailed for each grade band by proficiency levels 1-5

Purpose/Uses for this document:

1. To provide teachers with a grade band pull-out for their desk or wall to familiarize themselves with the ELP standards
2. Districts may choose to ask teachers to highlight the proficiency describing the ELL’s current status.
3. Title III coordinators, district instructional coaches, department chairs, and others, may use this to identify responsibility for instruction of the standards throughout schools and districts, in both ELD classrooms, and ELA/literacy, mathematics, science, and other content and career-focused classrooms.

Kindergarten At A Glance: English Language Proficiency (ELP) Standards

| Standards | An ELL can . . . | By the end of each English language proficiency level, an ELL can . . . | | | | |
|-----------|--|---|--|---|--|--|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing. | with prompting & support (including context & visual aids), use a very limited set of strategies to identify a few key words in read-alouds & oral presentations (information or stories presented orally). | with prompting & support (including context & visual aids), use an emerging set of strategies to identify some key words & phrases in read-alouds & oral presentations. | with prompting & support (including context & visual aids), use a developing set of strategies to identify main topics in read-alouds & oral presentations, & ask & answer questions about key details. | with prompting & support (including context & visual aids), use an increasing range of strategies to identify main topics, answer questions about key details or parts of stories from read-alouds, picture books, & oral presentations, & retell events from stories. | with prompting & support (including context & visual aids), use a wide range of strategies to identify main topics, answer questions about key details in read-alouds, picture books, & oral presentations, & retell familiar stories. |
| 2 | participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions. | listen with limited participation in short conversations about familiar topics, & respond to simple questions & some wh-questions. | participate in short conversations about familiar topics, & respond to simple questions & wh-questions. | participate in short conversations about familiar topics, follow some rules for discussion, & respond to simple questions & wh-questions. | participate in conversations & discussions about a variety of topics, follow increasing number of rules for discussion, & ask & answer simple questions. | participate in conversations & discussions about a variety of topics, follow rules for discussion, & ask & answer questions. |
| 3 | speak & write about grade-appropriate complex literary & informational texts & topics. | communicate simple information or feelings about familiar topics or experiences. | communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment. | communicate information or feelings about familiar topics, experiences, or events. | tell or dictate simple messages about a variety of topics or experiences. | make simple oral presentations & compose short written texts about a variety of topics, experiences, or events. |
| 4 | construct grade-appropriate oral & written claims & support them with reasoning & evidence. | express a feeling or opinion about a familiar topic. | express an opinion or preference about a familiar topic. | express an opinion or preference about a familiar topic or story. | express an opinion or preference about a variety of topics or stories. | express an opinion or preference about a variety of topics or stories. |
| 5 | conduct research & evaluate & communicate findings to answer questions or solve problems. | with prompting & support from adults, recall information from experience or from a provided source. | with prompting & support from adults, recall information from experience or use information from a provided source to answer a question. | with prompting & support from adults, recall information from experience or use information from provided sources to answer a question. | with prompting & support from adults, recall information from experience or use information from provided sources to answer a question. | with prompting & support from adults, recall information from experience or use information from provided sources to answer a question. |
| 6 | analyze & critique the arguments of others orally & in writing. | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | with prompting & support, identify a reason an author or speaker gives to support a point. | with prompting & support, identify appropriate reasons an author or speaker gives to support main points. |
| 7 | adapt language choices to purpose, task, & audience when speaking & writing. | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | [Standard introduced at Level 4.] | show a developing awareness of the difference between appropriate language for the playground & language for the classroom. | show awareness of differences between informal, 'playground speech,' & language appropriate to the classroom; use some words learned through conversations, reading, & being read to. |
| 8 | determine the meaning of words & phrases in oral presentations & literary & informational text. | with prompting & support (including context & visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations & read-alouds about familiar topics, experiences, or events. | with prompting & support (including context & visual aids), recognize the meaning of some frequently occurring words & phrases in simple oral presentations & read-alouds about familiar topics, experiences, or events. | with prompting & support (including context & visual aids), answer questions to help determine the meaning of some words & phrases in simple oral presentations & read-alouds about familiar topics, experiences, or events. | with prompting & support (including context & visual aids), answer & sometimes ask questions about the meaning of words & phrases in simple oral presentations & read-alouds about a variety of topics, experiences, or events. | with prompting & support (including context & visual aids), answer & ask questions about the meaning of words & phrases in simple oral presentations & read-alouds about a variety of topics, experiences, or events. |
| 9 | create clear & coherent grade-appropriate speech & text. | [Standard introduced at Level 3.] | [Standard introduced at Level 3.] | retell several events from experience or a familiar story, with support (including visual aids, context), with developing control of some frequently occurring linking words (e.g., & then). | retell a simple sequence of events from experience or a familiar story, with support (including visual aids, context), with increasingly independent control of frequently occurring linking words. | retell a short sequence of events from experience or a familiar story, with a beginning, middle, & end, with support (including visual aids), using frequently occurring linking words. |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech & writing. | recognize & use a small number of frequently occurring nouns & verbs, & understand & respond to simple questions, with support (including context & visual aids). | recognize & use frequently occurring nouns & verbs & short phrases; respond to yes/no & wh- questions; & produce a few simple sentences in shared language activities, with support (including context, visual aids). | recognize & use frequently occurring regular plural nouns (-s, -es), verbs, & prepositions; use & respond to question words; & produce simple sentences in shared language activities, with support (including context, visual aids). | recognize & use frequently occurring regular plural nouns, verbs, & prepositions; use & respond to question words; & produce & expand simple sentences in shared language activities, with support (context, visual aids). | use frequently occurring regular plural nouns, verbs, prepositions, & question words; ask & answer questions using interrogatives; & produce & expand simple sentences, in shared language activities & with increasing independence. |

ELP Standards: At A Glance

These standards were adopted by Oregon Board of Education 10/17/2013

Special thanks to the Portland Public Schools ESL Department for contributing this document. Thank you: Van Truong, Jeff Taylor, Lisa Blount.

Grade 1 At A Glance: English Language Proficiency (ELP) Standards

| Standards | An ELL can . . . | By the end of each English language proficiency level, an ELL can . . . | | | | |
|-----------|--|---|---|---|--|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing. | with prompting & support (including context & visual aids), use a very limited set of strategies to identify a few key words in read-alouds, picture books, & oral presentations. | use an emerging set of strategies to identify key words & phrases in read-alouds, simple written texts, & oral presentations. | use a developing set of strategies to identify main topics, answer questions about key details from read-aloud texts, simple written texts, & oral presentations, & retell some key details or events from stories. | use an increasing range of strategies to identify main topics; ask & answer questions about an increasing number of key details in read-alouds, written texts, & oral presentations; & retell familiar stories or episodes of stories. | use a wide range of strategies to identify main topics; ask and answer questions about key details in read-alouds, written texts, & oral presentations; & retell stories, including key details. |
| 2 | participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions. | participate by listening to short conversations about familiar topics, & respond to simple yes/no & some wh-questions. | participate in short conversations about familiar topics, take turns, & respond to simple & wh- questions. | participate in short discussions, conversations, & short written exchanges about familiar topics; follow rules for discussion; & ask and answer simple questions about the topic. | participate in discussions, conversations, & written exchanges about a variety of topics & texts; follow rules for discussion; respond to the comments of others & make comments of his or her own; & ask and answer questions. | participate in extended discussions, conversations, & written exchanges about a variety of topics & texts; follow rules for discussion; build on the comments of others & contribute his or her own; & ask and answer questions. |
| 3 | speak & write about grade-appropriate complex literary & informational texts & topics. | communicate simple information or feelings about familiar topics or experiences. | communicate simple messages about familiar topics, experiences, events, or objects in the environment. | deliver short simple oral presentations & compose short written texts about familiar topics, stories, experiences, or events. | deliver short simple oral presentations & compose written texts about a variety of texts, topics, experiences, or events, using simple sentences & drawings or illustrations. | deliver oral presentations & compose written texts which include a few descriptive details about a variety of texts, topics, experiences, or events. |
| 4 | construct grade-appropriate oral & written claims & support them with reasoning & evidence. | express a preference or opinion about a familiar topic. | express an opinion about a familiar topic. | express an opinion about a familiar topic or story, & give a reason for the opinion. | express opinions about a variety of texts & topics, & give a reason for the opinion. | express an opinions about a variety of texts & topics, introducing the topic & giving a reason for the opinion, & providing a sense of closure. |
| 5 | conduct research & evaluate & communicate findings to answer questions or solve problems. | with prompting & support from adults, participate in shared research projects, gathering information from provided sources & labeling information. | with prompting & support from adults, participate in shared research projects, gathering information from provided sources & summarizing some key information. | with prompting & support from adults, participate in shared research projects, gathering information from provided sources & summarizing information. | with prompting & support from adults, participate in shared research projects, gathering information from provided sources & answering a question or summarizing information. | with prompting & support from adults, participate in shared research projects, gathering information from provided sources & answering a question or summarizing information. |
| 6 | analyze & critique the arguments of others orally & in writing. | [Standard introduced at Level 2.] | with prompting & support, identify a reason an author or a speaker gives to support a point. | identify one or two reasons an author or a speaker gives to support the main point. | identify reasons an author or a speaker gives to support the main point. | identify reasons an author or a speaker gives to support the main point. |
| 7 | adapt language choices to purpose, task, & audience when speaking & writing. | [Standard introduced at Level 3.] | [Standard introduced at Level 3.] | show a developing awareness of the difference between appropriate language for the playground & language for the classroom. | show awareness of differences between informal, 'playground speech' & language appropriate to the classroom; use some words learned through conversations, reading, & being read to. | shift appropriately between informal, 'playground speech' & language appropriate to the classroom most of the time; use words learned through conversations, reading, & being read to. |
| 8 | determine the meaning of words & phrases in oral presentations & literary & informational text. | with prompting & support (including context & visual aids), recognize the meaning of a few frequently occurring words & phrases in simple oral presentations & read-alouds about familiar topics, experiences, or events. | with prompting & support (including context & visual aids), answer & sometimes ask simple questions to help determine the meaning of frequently occurring words & phrases in simple oral presentations & read-alouds about familiar topics, experiences, or events. | answer & sometimes ask questions to help determine the meaning of some less frequently occurring words & phrases in oral presentations, read-alouds, & simple texts about familiar topics, experiences, or events, using sentence-level context & visual aids. | answer & ask questions to help determine the meaning of less common words, phrases, & simple idiomatic expressions in oral presentations & written texts about a variety of topics, experiences, or events, using sentence context, visual aids, & some knowledge of frequently occurring root words & their inflectional forms. | answer & ask questions to help determine or clarify the meaning of words, phrases, & idiomatic expressions in oral presentations & written texts about a variety of topics, experiences, or events, using context, some visual aids, & knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , & <i>some common prefixes</i>). |
| 9 | create clear & coherent grade-appropriate speech & text. | [Standard introduced at Level 2.] | retell an event, & present simple information, with support (including visuals aids, modeled sentences) using, with emerging control, some frequently occurring linking words. | retell (in speech or writing) a simple sequence of events in the correct order, and present simple information, with support (including modeled sentences), using, with developing control, some frequently occurring linking words (e.g., <i>and</i> , <i>so</i>) and temporal words (e.g., <i>first</i> , <i>then</i>). | Recount two or three events in sequence, and present simple information about a topic, using, with increasingly independent control, some temporal words (e.g., <i>next</i> , <i>after</i>) to signal event order and some frequently occurring linking words (<i>and</i> , <i>so</i>) to connect ideas. | Recount a more complex sequence of events in the correct order, using temporal words to signal the event order, and introduce a topic and provide some facts about it, using frequently occurring conjunctions and connecting words. |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech & writing. | understand & use a small number of frequently occurring nouns & verbs, & very simple sentences; & responds to simple questions, with support (including context & visual aids). | recognize & use frequently occurring nouns, verbs, prepositions, & conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i>), & produce simple sentences, with support (including visual aids and sentences). | use some singular & plural nouns, verbs in the present & past tenses, frequently occurring prepositions & conjunctions, & produce & expand simple sentences in response to prompts, with support (including modeled sentences). | use an increasing number of singular & plural nouns with matching verbs, verb tenses (e.g., present, past), & frequently occurring prepositions & conjunctions, & produce & expand simple & some compound sentences in response to prompts. | use singular & plural nouns with matching verbs, verb tenses (e.g., present, past, future) & frequently occurring prepositions & conjunctions, & produce & expand simple & compound sentences in response to prompts. |

ELP Standards: At A Glance

These standards were adopted by Oregon Board of Education 10/17/2013

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Grade Band 2-3 At A Glance: English Language Proficiency (ELP) Standards

| Standards | An ELL can . . . | By the end of each English language proficiency level, an ELL can . . . | | | | |
|-----------|--|--|---|---|--|--|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing. | use a very limited set of strategies to identify a few key words & phrases in read-alouds, simple written texts, & oral presentations. | use an emerging set of strategies to identify the main topic or message/lesson (of a story) & some key words & phrases in read-alouds, simple written texts, & oral presentations. | use a developing set of strategies to identify the main topic or message, answer questions about & retell some key details in read-alouds, simple written texts, & oral presentations. | use an increasing range of strategies to determine the main idea or message, & identify or answer questions about some key details that support the main idea/message in read-alouds, written texts, & oral presentations; & retell a variety of stories. | use a wide range of strategies to determine the main idea or message, & tell how key details support the main idea in read-alouds, written texts, & oral communications; & retell a variety of stories. |
| 2 | participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions. | listen to & occasionally participate in short conversations about familiar topics, & respond to simple yes/no & some wh- questions. | participate in short conversations, discussions, & written exchanges about familiar topics; take turns; & respond to simple & wh- questions. | participate in short discussions & written exchanges about familiar topics & texts; follow the rules for discussion; respond to the comments of others & contribute his or her own; & ask questions to gain information or clarify understanding. | participate in discussions, conversations, & written exchanges about a variety of topics & texts; follow the rules for discussion; build on the ideas of others & contribute his or her own; & ask & answer questions about the topic or text. | participate in extended discussions, conversations, & written exchanges about a variety of texts & topics; follow the rules for discussion; build on the ideas of others, & express his or her own; & ask & answer questions about the topic or text. |
| 3 | speak & write about grade-appropriate complex literary & informational texts & topics. | communicate simple information about familiar texts, topics, experiences, or events. | deliver simple oral presentations & compose written texts about familiar texts, topics, experiences, or events. | deliver short oral presentations & compose written narratives or informational texts about familiar texts, topics, experiences, or events. | deliver short oral presentations & compose written narratives & informational texts about a variety of texts, topics, experiences, or events. | deliver oral presentations & compose written narratives & informational texts, with some details, about a variety of texts, topics, experiences, or events. |
| 4 | construct grade-appropriate oral & written claims & support them with reasoning & evidence. | express an opinion about a familiar topic. | express an opinion about a familiar topic or story. | express an opinion about a familiar topic or story, giving one or more reasons for the opinion. | express opinions about a variety of topics, introducing the topic & giving several reasons for the opinion. | express opinions about a variety of topics, introducing the topic, giving several reasons for the opinion, & providing a concluding statement. |
| 5 | conduct research & evaluate & communicate findings to answer questions or solve problems. | with prompting & support (at Grade 2), carry out short individual or shared research projects, gathering information from provided sources & labeling information. | with prompting & support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, & recording some information/observations in simple notes. | with prompting & support (at grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, & recording information/observations in order notes. | with prompting & support (at Grade 2), carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources. | with prompting & support (at Grade 2), carry out short individual or shared research projects, recalling information from experience &/or gathering information from multiple sources. |
| 6 | analyze & critique the arguments of others orally & in writing. | with prompting & support (at Grade 2), identify a point an author or a speaker makes, using a few frequently occurring words & phrases. | with prompting & support (at Grade 2), identify a reason an author or a speaker gives to support the main point. | tell how one or two reasons support the main point an author or a speaker makes. | tell how one or two reasons support the specific points an author or a speaker makes. | describe how reasons support the specific points an author or a speaker makes. |
| 7 | adapt language choices to purpose, task, & audience when speaking & writing. | recognize the meaning of some words learned through conversations, reading, & being read to. | Show increasing awareness of differences between informal, 'playground speech' & language appropriate to the classroom; use some words learned through conversations, reading, & being read to. | compare examples of the formal & informal use of English, & (at Grade 3) use an increasing number of general academic & content-specific words in conversations & discussions. | adapt language choices, as appropriate, to formal & informal contexts, & (at Grade 3) use a wider range of general academic & content-specific words in conversations & discussions. | adapt language choices, as appropriate, to formal & informal contexts, & (at Grade 3), use a wide variety of general & content-specific academic words & phrases in conversations or in short written texts. |
| 8 | determine the meaning of words & phrases in oral presentations & literary & informational text. | recognize the meaning of a few frequently occurring words, simple phrases, & formulaic expressions in simple oral discourse, read-alouds, & written texts about familiar topics, experiences, or events, relying heavily on visual aids, context, & knowledge of morphology in his or her native language. | ask & answer questions about the meaning of frequently occurring words, phrases, & expressions in simple oral discourse, read-alouds, & written texts about familiar topics, experiences, or events, using context, visual aids, & knowledge of morphology in his or her native language. | determine the meaning of less-frequently occurring words & phrases, content-specific words, & some idiomatic expressions in oral discourse, read-alouds, & written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, & a developing knowledge of English morphology. | determine the meaning of less-frequently occurring words & phrases, some idiomatic expressions, & (at Grade 3) some general academic & content-specific vocabulary in oral discourse, read-alouds, & written texts about a variety of topics, experiences, or events, using context, some visual aids, reference materials, & an increasing knowledge of morphology (root words, some prefixes). | determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, & (at Grade 3) some general academic & content-specific vocabulary in oral presentations & written texts about a variety of topics, experiences, or events, using context, reference materials, & morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , & some common prefixes). |
| 9 | create clear & coherent grade-appropriate speech & text. | communicate simple information about an event or topic, with support (including context & visual aids), using non-verbal communication & with limited control, a narrow range of vocabulary & syntactically simple sentences. | recount two events in sequence, & communicate simple information about a topic, with support (including visual aids & modeled sentences), using, with emerging control, frequently occurring linking words (e.g., & <i>then</i>). | recount a short sequence of events, & present a few pieces of information about a topic, with support (including modeled sentences), using, with developing control, common linking words (e.g., & <i>but</i> , <i>next</i> , <i>after</i>) to connect ideas or events. | recount a sequence of events, using temporal words (<i>before</i> , <i>after</i> , <i>soon</i>), & introduce an informational topic & present facts about it, using, with increasingly independent control, linking words (e.g., <i>because</i> , & <i>also</i>) to connect ideas or events. | recount a coherent sequence of events, using temporal words to signal event order clearly, & introduce an informational topic & present facts about it using linking words (e.g., <i>because</i> , & <i>also</i>) to connect ideas & provide a concluding statement. |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech & writing. | understand & use a small number of frequently occurring nouns & verbs, & respond to simple questions with support (including context & visual aids). | recognize & use some frequently occurring collective nouns (e.g., <i>group</i>), verbs, adjectives, adverbs, & conjunctions, & produce simple sentences in response to prompts, with support (including visual aids & modeled sentences). | use some collective nouns, frequently occurring adjectives, adverbs, & conjunctions, & the past tense of some frequently occurring irregular verbs, & produce & expand simple & some compound sentences, with support (including modeled sentences). | use collective nouns, an increasing number of adjectives, adverbs, & conjunctions, & the past tense of frequently occurring irregular verbs, & produce & expand simple, compound, & (at Grade 3) a few complex sentences. | use collective & commonly occurring abstract nouns (e.g., <i>childhood</i>), the past tense of frequently occurring irregular verbs, coordinating & commonly used subordinating conjunctions, adjectives, & adverbs, & produce & expand simple, compound, & (at Grade 3) some complex sentences. |

ELP Standards: At A Glance

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Grade Band 4-5 At A Glance: English Language Proficiency (ELP) Standards

| Standards | An ELL can . . . | By the end of each English language proficiency level, an ELL can . . . | | | | |
|-----------|--|---|---|--|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing. | use a very limited set of strategies to identify a few key words & phrases in read-alouds, simple written texts, & oral presentations. | use an emerging set of strategies to identify the main topic & retell a few key details of read-alouds, simple written texts, & oral presentations. | use a developing set of strategies to determine the main idea or theme, & retell a few key details of read-alouds, simple written texts, & oral presentations; & retell familiar stories. | use an increasing range of strategies to determine the main idea or theme, & explain how some key details support the main idea or theme in read-alouds, written texts, & oral presentations; & summarize part of a text. | use a wide range of strategies to determine two or more main ideas or themes, & explain how key details support them in read-alouds, written texts, & oral presentations; & summarize a text. |
| 2 | participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions. | participate in short conversational & written exchanges about familiar topics, actively listening to others & responding to simple questions & some wh- questions. | participate in short conversational & written exchanges about familiar topics, actively listening to others & responding to simple questions & wh- questions. | Participate in short conversations, discussions, & written exchanges about familiar topics & texts, responding to others' comments & adding some comments of his or her own, & asking & answering questions about the topic or text. | participate in conversations, discussions, & written exchanges about a variety of topics & texts, building on the ideas of others & expressing his or her own, asking & answering relevant questions, & adding relevant information & evidence. | participate in extended conversations, discussions, & written exchanges about a variety of topics & texts, building on the ideas of others & expressing his or her own ideas clearly, posing & responding to relevant questions, adding relevant information & detailed information, using evidence, & summarizing the key ideas expressed. |
| 3 | speak & write about grade-appropriate complex literary & informational texts & topics. | communicate simple information about familiar texts, topics, events, or objects in the environment. | deliver short oral presentations & compose written texts about familiar texts, topics, & experiences. | deliver short oral presentations & compose written narratives or informational texts about familiar texts, topics, & experiences, including a few details. | deliver short oral presentations & compose written narratives or informational texts about a variety of texts, topics, & experiences, including some details. | deliver oral presentations & compose written narrative or informational texts about a variety of texts, topics, & experiences, developing the topic with details & examples. |
| 4 | construct grade-appropriate oral & written claims & support them with reasoning & evidence. | express an opinion about a familiar topic. | construct a simple claim about a familiar topic, & give a reason to support the claim. | construct a claim about familiar topics, introducing the topic & providing a few reasons or facts to support the claim. | construct a claim about a variety of topics: introduce the topic, provide several reasons or facts to support the claim, & provide a concluding statement. | construct a claim about a variety of topics: introduce the topic, provide logically ordered reasons or facts to support the claim, & provide a concluding statement. |
| 5 | conduct research & evaluate & communicate findings to answer questions or solve problems. | recall information from experience &/or gather information from a few provided sources, & label some key information. | recall information from experience &/or gather information from provided sources, & record some information. | recall information from experience &/or gather information from print & digital sources to answer a question; & identify key information in orderly notes. | recall information from experience &/or gather information from print & digital sources to answer a question; record information in organized notes, with charts, tables, or other graphics, as appropriate; & provide a list of sources. | recall information from experience &/or gather information from print & digital sources; summarize key ideas & information in detailed & orderly notes, with graphics as appropriate; & provide a list of sources. |
| 6 | analyze & critique the arguments of others orally & in writing. | identify a point an author or speaker makes. | identify a reason an author or speaker gives to support a main point, & agree or disagree. | tell how one or two reasons support the specific points an author or speaker makes or fails to make. | describe how reasons support the specific points an author or speaker makes or fails to make. | explain how an author or speaker uses reasons & evidence to support or fail to support particular points, (& at grade 5) identifying which reasons & evidence support which points). |
| 7 | adapt language choices to purpose, task, & audience when speaking & writing. | recognize the meaning of some words learned through conversations, reading, & being read to. | adapt language choices to different social & academic contents, with emerging control, & use some words learned through conversations, reading, & being read to. | adapt language choices according to purpose, task, & audience, with developing control, & use an increasing number of general academic & content-specific words, phrases, & expressions in conversation, discussions, & short written text. | adapt language choices & style (includes register) according to purpose, task, & audience, with increasing ease, & use a wider range of general academic & content-specific words & phrases in speech & writing. | adapt language choices & style according to purpose, task, & audience, & use a wide variety of general academic & content-specific words & phrases in speech & writing. |
| 8 | determine the meaning of words & phrases in oral presentations & literary & informational text. | recognize the meaning of a few frequently occurring words, phrases, & formulaic expressions in simple oral discourse, read-alouds, & written texts about familiar topics, experiences, or events, relying heavily on context, visual aids, & knowledge of morphology in his or her native language. | determine the meaning of some frequently occurring words, phrases, & expressions in simple oral discourse, read-alouds, & written texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, & knowledge of morphology in his or her native language. | determine the meaning of frequently occurring words & phrases & some idiomatic expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, & a developing knowledge of English morphology (e.g., affixes, roots, & base words). | determine the meaning of general academic & content-specific words, phrases, & a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, & an increasing knowledge of morphology. | determine the meaning of general academic & content-specific words & phrases & figurative language (e.g., metaphors, similes, adages, & proverbs) in texts about a variety of topics, experiences, or events, using context, reference materials, & knowledge of morphology. |
| 9 | create clear & coherent grade-appropriate speech & text. | communicate simple information about an event or topic, with support (including context & visual aids), using non-verbal communication & with limited control, a narrow range of vocabulary & syntactically simple sentences. | recount a simple sequence of events in order, & communicate simple information about a topic, with support (including visual aids & modeled sentences), using, with emerging control, frequently occurring linking words (e.g., & then). | recount a short sequence of events in order, & introduce an informational topic, present one or two facts about it, & provide a concluding statement, with support (including modeled sentences), using, with developing control, an increasing range of temporal & other linking words (e.g., next, because, & also). | recount a more detailed sequence of events, with a beginning, middle, & an end, & introduce & develop an informational topic with facts & details, & provide a conclusion, using, with increasingly independent control, transitional words & phrases to connect events, ideas & opinions (e.g., after a while, for example, in order to, as a result). | recount a more detailed sequence of events, with a beginning, middle, & an end, & introduce an informational topic, develop it with facts & details, & provide a concluding statement or section, using a variety of linking words & phrases to connect ideas, information, or events. |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech & writing. | recognize & use a small number of frequently occurring nouns, noun phrases, & verbs; & understand & respond to simple questions with support (including context & visual aids). | recognize & use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, & conjunctions; & produce simple sentences in response to prompts, with support (including visual aids & modeled sentences). | use some relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), & prepositional phrases; produce & expand simple & compound sentences, with support (including modeled sentences). | use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, & prepositional phrases; & produce & expand simple, compound, & a few complex sentences. | use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), prepositional phrases, subordinating conjunctions, & the progressive & perfect verb tenses; & produce & expand simple, compound, & complex sentences. |

ELP Standards: At A Glance

These standards were adopted by Oregon Board of Education 10/17/2013

Special thanks to the Portland Public Schools ESL Department for contributing this document. Thank you: Van Truong, Jeff Taylor, Lisa Blount.

Grade Band 6-8 At A Glance: English Language Proficiency (ELP) Standards

| Standards | An ELL can . . . | By the end of each English language proficiency level, an ELL can . . . | | | | |
|-----------|--|---|--|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing. | use a very limited set of strategies to identify a few key words & phrases in oral communications & simple written texts. | use an emerging set of strategies to identify the main topic, & retell a few key details in oral communications & simple written texts. | use a developing set of strategies to determine the central idea or theme in simple oral presentations or written text, & explain how it is supported by specific details, & summarize part of the text. | use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, & explain how they are supported by specific textual details, & summarize a simple text. | use a wide range of strategies to determine central ideas or themes in oral presentations or written text, & explain how they are developed by supporting ideas or evidence, & summarize a text. |
| 2 | participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions. | participate in short conversational & written exchanges on familiar topics, presenting simple information & responding to simple questions & some wh- questions. | participate in short conversational & written exchanges on familiar topics & texts, presenting information & ideas & responding to simple questions & wh- questions. | participate in conversations, discussions, & written exchanges on familiar topics & texts; building on the ideas of others & express his or her own; asking & answering relevant questions; & adding relevant information. | participate in conversations, discussions, & written exchanges about a variety of topics, texts, & issues; building on the ideas of others & expressing his or her own; asking & answering relevant questions; adding relevant information & evidence; & paraphrasing the key ideas expressed. | participate in extended conversations, discussions, & written exchanges about a variety of topics, texts, & issues; building on the ideas of others & expressing his or her own clearly; posing & responding to relevant questions; adding relevant & specific evidence; & summarizing & reflecting on the key ideas expressed. |
| 3 | speak & write about grade-appropriate complex literary & informational texts & topics. | communicate simple information about familiar texts, topics, & experiences. | deliver short oral presentations & compose written narratives or informational texts about familiar texts, topics, experiences, or events. | deliver short oral presentations & compose written narratives or informational texts about familiar texts, topics, & experiences, developed with some details. | deliver oral presentations & compose written narratives or informational texts about a variety of texts, topics, & experiences, developed with some specific details. | deliver oral presentations & compose written narratives or informational texts about a variety of texts, topics, & experiences, developed with relevant details, ideas, or information. |
| 4 | construct grade-appropriate oral & written claims & support them with reasoning & evidence. | express an opinion about familiar topics. | construct a claim about familiar topics & give a reason to support the claim. | construct a claim about a familiar topic: introduce the topic & provide several supporting reasons or facts in a logical order, & provide a concluding statement. | construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, & provide a concluding statement. | construct a claim about a variety of topics: introduce the topic, provide compelling & logically ordered reasons or facts that effectively support the claim, & provide a concluding statement. |
| 5 | conduct research & evaluate & communicate findings to answer questions or solve problems. | gather information from a few provided sources & label collected information. | gather information from provided sources & record some data & information. | gather information from multiple provided print & digital sources & summarize or paraphrase observations, ideas, & information, with labeled illustrations, diagrams, or other graphics, as appropriate, & cite sources. | gather information from multiple print & digital sources, using search terms effectively; quote or paraphrase the data & conclusions of others, using charts, diagrams, or other graphics, as appropriate; & cite sources, using a standard format for citation. | gather information from multiple print & digital sources, using search terms effectively; & (at Grade 8) evaluate the credibility of each source; quote or paraphrase the data & conclusions of others, using charts, diagrams, or other graphics, as appropriate; & cite sources, using a standard format for citation. |
| 6 | analyze & critique the arguments of others orally & in writing. | identify a point an author or a speaker makes. | identify the main argument & one reason an author or a speaker gives to support the argument. | explain the argument an author or a speaker makes & distinguish between claims that are supported by reasons & evidence from those that are not. | analyze the argument & specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, & cite textual evidence to support the analysis. | analyze & evaluate the argument & specific claims in texts or speech/presentations, determining whether the reasoning is sound & the evidence is relevant & sufficient to support the claims; & cite textual evidence to support the analysis. |
| 7 | adapt language choices to purpose, task, & audience when speaking & writing. | recognize the meaning of some words learned through conversations, reading, & being read to. | adapt language choices according to task & audience with emerging control, & begin to use frequently occurring general academic & content-specific words & phrases in conversations & discussions. | adapt language choices & style according to purpose, task, & audience, with developing ease; use an increasing number of general academic & content-specific words & phrases in speech & short written texts, & show developing control of style & tone in oral or written text. | adapt language choices & style according to purpose, task, & audience, with increasing ease; use a wider range of general academic & content-specific academic words & phrases, & maintain consistency in style & tone throughout most of oral or written text. | adapt language choices & style according to purpose, task, & audience, with ease; use a wide variety of complex general academic & content-specific academic words to express ideas precisely, & maintain an appropriate & consistent style & tone throughout an oral or written text. |
| 8 | determine the meaning of words & phrases in oral presentations & literary & informational text. | recognize the meaning of a few frequently occurring words & simple phrases in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, & knowledge of morphology in their native language. | determine the meaning of frequently occurring words, phrases, & expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, & knowledge of morphology in their native language. | determine the meaning of general academic & content-specific words & phrases & frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, & a developing knowledge of English morphology (e.g., affixes, roots, base words). | determine the meaning of general academic & content-specific words & phrases, & a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, reference materials, & an increasing knowledge of morphology. | determine the meaning (including the figurative & connotative meanings) of general academic & content-specific words & phrases, idiomatic expressions, & figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, & knowledge of morphology. |
| 9 | create clear & coherent grade-appropriate speech & text. | communicate simple information about an event or topic, with support (including context & visual aids) using non-verbal communication & with limited control, a narrow range of vocabulary & syntactically simple sentences. | recount a brief sequence of events in order, & introduce an informational topic, present one or two facts about it, & provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., <i>next</i> , <i>because</i> , & <i>also</i>). | recount a short sequence of events, with a beginning, middle, & an end, & introduce & develop an informational topic with a few facts & details, & provide a conclusion, using, with developing control, common transitional words & phrases to connect events, ideas, & opinions (e.g., <i>after a while</i> , <i>for example</i> , <i>in order to</i> , <i>as a result</i>). | recount a more detailed sequence of events or steps in a process, with a beginning, middle, & an end, & introduce & develop an informational topic with facts & details, & provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words & phrases to connect events, ideas, & opinions (e.g., <i>however</i> , <i>on the other hand</i> , <i>from that moment on</i>). | recount a complex sequence of events or steps in a process, with a beginning, middle, & an end, & introduce & effectively develop an informational topic with facts & details, & provide a concluding section or statement, using a wide variety of transitional words & phrases to show logical relationships between events & ideas. |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech & writing. | recognize & use a small number of frequently occurring nouns, noun phrases, & verbs, & understand & respond to simple questions. | use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, & prepositional phrases, & produce simple & compound sentences, with support (including visual aids & sentences). | use relative pronouns (e.g., <i>who</i> , <i>whom</i> , <i>which</i> , <i>that</i>), relative adverbs (e.g., <i>where</i> , <i>when</i> , <i>why</i>), subordinating conjunctions, & prepositional phrases, & produce & expand simple, compound, & a few complex sentences, with support (including modeled sentences). | use an increasing number of intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>) & verbs in the active & passive voices; place phrases & clauses within a sentence, recognizing & correcting most misplaced & dangling modifiers; & produce & expand simple, compound, & complex sentences. | use intensive pronouns & verbs in the active & passive voices; place phrases & clauses within a sentence, recognizing & correcting misplaced & dangling modifiers; & produce & expand simple, compound, & complex sentences. |

ELP Standards: At A Glance

These standards were adopted by Oregon Board of Education 10/17/2013

Special thanks to the Portland Public Schools ESL Department for contributing this document. Thank you: Van Truong, Jeff Taylor, Lisa Blount.

Grade Band 9-12 At A Glance: English Language Proficiency (ELP) Standards

| Standards | An ELL can . . . | By the end of each English language proficiency level, an ELL can . . . | | | | |
|-----------|--|---|---|--|---|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1 | construct meaning from oral presentations & literary & informational text through grade-appropriate listening, reading, & viewing. | use a very limited set of strategies to identify a few key words & phrases in oral communications & simple oral & written texts. | use an emerging set of strategies to identify the main topic, & retell a few key details in oral presentations & simple oral & written texts. | use a developing set of strategies to determine the central idea or theme in oral presentations & written texts, & explain how it is developed by specific details in the texts; & summarize part of the text. | use an increasing range of strategies to determine two central ideas or themes, & analyze their development in oral presentations & written texts, citing specific details & evidence from the texts to support the analysis; & summarize a simple text. | use a wide range of strategies to determine central ideas or themes in presentations & written texts, & analyze their development, citing specific details & evidence from the texts to support the analysis; & summarize a text. |
| 2 | participate in grade-appropriate oral & written exchanges of information, ideas, & analyses, responding to peer, audience, or reader comments & questions. | participate in short conversational & written exchanges on familiar topics, presenting information & responding to simple yes/no questions & some wh- questions. | participate in short conversational & written exchanges on familiar topics & texts, presenting information & ideas, & responding to simple questions & wh- questions. | participate in conversations, discussions, & written exchanges on familiar topics, texts, & issues: building on the ideas of others & expressing his or her own; asking & answering relevant questions; adding relevant information & evidence; & restate some of the key ideas expressed. | participate in conversations, discussions, & written exchanges on a range of topics, texts, & issues: build on the ideas of others & express his or her own clearly, supporting points with specific & relevant evidence; ask & answer questions to clarify ideas & conclusions; & summarize the key points expressed. | participate in extended conversations, discussions, & written exchanges on a range of substantive topics, texts, & issues: build on the ideas of others & express his or her own clearly & persuasively, referring to specific & relevant evidence from texts or research to support his or her ideas; ask & answer questions that probe reasoning & claims; & summarize the key points & evidence discussed. |
| 3 | speak & write about grade-appropriate complex literary & informational texts & topics. | communicate information about familiar texts, topics, & experiences. | deliver short oral presentations & compose written narratives or informational texts about familiar texts, topics, experiences, or events. | deliver short oral presentations & compose written informational texts about familiar texts, topics, or events, developing the topic with a few details, with support (including modeled sentences). | deliver oral presentations & compose written informational texts about a variety of texts, topics, or events; developing the topic with some relevant details, concepts, examples, & information, integrating graphics or multimedia when useful. | deliver oral presentations & compose written informational texts about a variety of texts, topics, or events; fully developing the topic with relevant details, concepts, examples, & information, integrating graphics or multimedia when useful. |
| 4 | construct grade-appropriate oral & written claims & support them with reasoning & evidence. | express an opinion about a familiar topic. | construct a claim about familiar topics: introduce the topic & give a reason to support the claim, & provide a concluding statement. | construct a claim about familiar topics: introduce the topic, provide sufficient reasons or facts to support the claim, & provide a concluding statement. | 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. | construct a substantive claim about a variety of topics: introduce the claim & distinguish it from a counter-claim, provide logically ordered & relevant reasons & evidence to support the claim & to refute the counter-claim, & provide a conclusion that summarizes the argument presented. |
| 5 | conduct research & evaluate & communicate findings to answer questions or solve problems. | gather information from a few provided print & digital sources, & label collected information, experiences, or events. | gather information from provided print & digital sources, & summarize data & information. | carry out short research projects to answer a question; gather information from multiple provided print & digital sources, & evaluate the reliability of each source; paraphrase key information in a short written or oral report, using illustrations, diagrams, or other graphics; & provide a list of sources. | carry out both short & more sustained research projects to answer a question; gather & synthesize information from multiple print & digital sources, using search terms effectively; evaluate the reliability of each source & integrate information into an organized oral or written report, citing sources appropriately. | carry out both short & more sustained research projects to answer a question or solve a problem; gather & synthesize information from multiple print & digital sources, using advanced search terms effectively; evaluate the reliability of each source, & analyze & integrate information into a clearly organized oral or written text, citing sources appropriately. |
| 6 | analyze & critique the arguments of others orally & in writing. | identify a point an author or a speaker makes. | identify the main argument & one reason an author or a speaker gives to support the argument. | explain the reasons an author or a speaker gives to support a claim, & cite textual evidence to support the analysis. | analyze the reasoning & use of rhetoric in persuasive texts or speeches, including documents of historical & literary significance, determining whether the evidence is sufficient to support the claim, & cite textual evidence to support the analysis. | analyze & evaluate the reasoning & use of rhetoric in persuasive texts, including documents of historical & literary significance, & cite specific textual evidence to thoroughly support the analysis. |
| 7 | adapt language choices to purpose, task, & audience when speaking & writing. | recognize the meaning of some words learned through conversations, reading, & being read to. | adapt language choices to task & audience with emerging control, & use some frequently occurring general academic & content-specific words in conversation & discussion. | adapt language choices & style according to purpose, task, & audience, with developing ease, use an increasing number of general academic & content-specific words & expressions in speech & written text, & show developing control of style & tone in oral or written text. | adapt language choices & style according to purpose, task, & audience, use a wider range of complex general academic & content-specific words & phrases, & adopt & maintain a formal style in speech & writing, as appropriate. | adapt language choices & style according to purpose, task, & audience with ease, use a wide variety of complex general academic & content-specific words & phrases, & employ both formal & more informal styles effectively, as appropriate. |
| 8 | determine the meaning of words & phrases in oral presentations & literary & informational text. | recognize the meaning of a few frequently occurring words, simple phrases, & formulaic expressions in texts about familiar topics, experiences, or events, relying heavily on context, visual aids, & knowledge of morphology in their native language. | determine the meaning of frequently occurring words, phrases, & expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, & knowledge of morphology in their native language. | determine the meaning of general academic & content-specific words & phrases & frequently occurring expressions in texts about familiar topics, experiences, or events, using context, some visual aids, reference materials, & a developing knowledge of English morphology (e.g., affixes, roots, & base words). | determine the meaning of general academic & content-specific words & phrases, figurative language, & a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids, reference materials, & an increasing knowledge of morphology. | determine the meaning (including the figurative & connotative meanings) of general academic & content-specific words & phrases, figurative language (e.g., irony, hyperbole), & idiomatic expressions in texts about a variety of topics, experiences, or events, using context, complex visual aids, reference materials, & consistent knowledge of morphology. |
| 9 | create clear & coherent grade-appropriate speech & text. | communicate basic information about an event or topic, with support (including context & visual aids) using non-verbal communication & with limited control, a narrow range of vocabulary & syntactically simple sentences. | recount a short sequence of events in order, & introduce an informational topic & provide one or two facts about it, with support (including modeled sentences), using, with emerging control, common linking words to connect events & ideas (e.g., first, next, because). | recount a sequence of events, with a beginning, middle, & an end, & introduce & develop an informational topic with facts & details, & provide a conclusion, using, with developing control, common transitional words & phrases to connect events, ideas, & opinions (e.g., after a while, for example, as a result). | recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure, & introduce & develop an informational topic with facts, details, & evidence, & provide a concluding section or statement, using, with increasingly independent control, a variety of more complex transitions to link the major sections of text & speech & to clarify relationships among events & ideas. | recount a complex & detailed sequence of events or steps in a process, with an effective sequential or chronological order, & introduce & effectively develop an informational topic with facts, details, & evidence, & provide a concluding section or statement, using complex & varied transitions to link the major sections of text & speech & to clarify relationships among events & ideas. |
| 10 | make accurate use of standard English to communicate in grade-appropriate speech & writing. | recognize & use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions (but, or, &), & prepositions, & understand & respond to simple questions. | frequently occurring verbs, nouns, adjectives, adverbs, prepositions, & conjunctions, & produce simple & compound sentences, with support (including modeled sentences). | use simple phrases (e.g., noun, verb, adjectival, adverbial, prepositional) & clauses (e.g., independent, dependent, relative, adverbial), & produce & expand simple compound & a few complex sentences, with support (including modeled sentences). | use increasingly complex phrases (e.g., noun, verb, adjectival, adverbial & participial, prepositional, absolute) & clauses, & produce & expand simple, compound, & complex sentences. | use complex phrases & clauses, & produce & expand simple, compound, & complex sentences. |

ELP Standards: At A Glance

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