| **College and Career Readiness Standards and Corresponding English Language Proficiency Standards**  **ESOL Level 4 (Low Intermediate)** | **ELP Standard** |
| --- | --- |
| **READING FOUNDATIONS CCR STANDARDS LEVEL B – ESOL LEVEL 4** |  |
| **RF CCR 2 Level B:** Blank (Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) | **None** |
| **RF CCR 3 Level B:** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Distinguish long and short vowels when reading regularly spelled one-syllable words. 2. Know spelling-sound correspondences for additional common vowel teams. 3. Identify and know the meaning of the most common prefixes and derivational suffixes. 4. Identify words with inconsistent but common spelling-sound correspondences. 5. Identify words with inconsistent but common spelling-sound correspondences. 6. Decode words with common Latin suffixes. 7. Decode multi-syllable words. 8. Recognize and read grade-appropriate irregularly spelled words. | **None** |
| **RF CCR 4 Level B:** Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **None** |
| **READING CCR STANDARDS LEVEL B – ESOL LEVEL 4** | **ELP STD** |
| **Reading CCR 1 Level B:** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. | **1, 9** |
| **Reading CCR 2 Level B:** Determine the main idea of a text; recount the key details and explain how they support the main idea. | **1, 9** |
| **Reading CCR 3 Level B:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | **1, 9** |
| **Reading CCR 4 Level B:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. | **8, 9** |
| **Reading CCR 5 Level B:** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | **None** |
| **Reading CCR 6 Level B:** Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Distinguish their own point of view from that of the author of a text. | **None** |
| **Reading CCR 7 Level B:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | **1** |
| **Reading CCR 8 Level B:** Describe how reasons support specific points the author makes in a text. | **6** |
| **Reading CCR 9 Level B:** Compare and contrast the most important points and key details presented in two texts on the same topic. | **None** |
| **Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently. | **None** |
| **WRITING CCR STANDARDS LEVEL B – ESOL LEVEL 4** | **ELP STD** |
| **Writing CCR 1 Level B:** Write opinion pieces on topics or texts, supporting a point of view with reasons.   1. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. 2. Provide reasons that support the opinion. (Continued next page.) 3. Use linking words and phrases (e.g., *because,* *therefore*, *since*, *for* *example*) to connect opinion and reasons. 4. Provide a concluding statement or section. | **4, 6** |
| **Writing CCR 2 Level B:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  d. Provide a concluding statement or section. | **3** |
| **Writing CCR 3 Level B:** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | **3** |
| **Writing CCR 4 Level B:** Produce writing in which the development and organization are appropriate to task and purpose. | **None** |
| **Writing CCR 5 Level B:** With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Standards 1–3 at this level.) | **7** |
| **Writing CCR 6 Level B:** With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | **2** |
| **Writing CCR 7 Level B:** Conduct short research projects that build knowledge about a topic. | **5** |
| **Writing CCR 8 Level B:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | **5** |
| **Writing CCR 9 Level B:** Note: This standard does not begin until grade 4 in the Common Core State Standards. | **5** |
| **SPEAKING AND LISTENING CCR STANDARDS LEVEL B – ESOL LEVEL 4** | **ELP STD** |
| **Speaking & Listening CCR 1 Level B:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.   1. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). 2. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. 3. Explain their own ideas and understanding in light of the discussion. | **2** |
| **Speaking & Listening CCR 2 Level B:** Blank (Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.) | **1** |
| **Speaking & Listening CCR 3 Level B:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | **6** |
| **Speaking & Listening CCR 4 Level B:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | **3, 4, 5, 9** |
| **Speaking & Listening CCR 5 Level B:** Blank (Anchor Standard: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.) | **3, 5** |
| **Speaking & Listening CCR 6 Level B:** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Language Standards 1 and 3.) | **7, 9** |
| **LANGUAGE CCR STANDARDS LEVEL B – ESOL LEVEL 4** | **ELP STD** |
| **Language CCR 1 Level B:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (Continued next page.)  a. Use collective nouns (e.g., *group*).  b. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  c. Form and use regular and irregular plural nouns.  d. Use reflexive pronouns (e.g., *myself*, *ourselves*).  e. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).  f. Use abstract nouns (e.g., *childhood*).  g. Form and use regular and irregular verbs.  h. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.  i. Ensure subject-verb and pronoun-antecedent agreement.  j. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  k. Use coordinating and subordinating conjunctions.  l. Produce simple, compound, and complex sentences.  m. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*). | **10** |
| **Language CCR 2 Level B:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize holidays, product names, and geographic names.  b. Capitalize appropriate words in titles.  c. Use commas in greetings and closings of letters.  d. Use commas in addresses.  e. Use commas and quotation marks in dialogue.  f. Use an apostrophe to form contractions and frequently occurring possessives.  g. Form and use possessives.  h. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).  i. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).  j. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  k. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings | **None** |
| **Language CCR 3 Level B:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases for effect.  b. Recognize and observe differences between the conventions of spoken and written standard English. | **10** |
| **Language CCR 4 Level B:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies.  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy*/*unhappy*, *tell*/*retell*).  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).  d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).  e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. | **8** |
| **Language CCR 5 Level B:** Demonstrate understanding of word relationships and nuances in word meanings.  a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*).  b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). (Continued next page.)  c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). | **8** |
| **Language CCR 6 Level B:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other people are happy that makes me happy*). Acquire and use accurately level-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). | **7** |

| **College and Career Readiness Standards and Corresponding English Language Proficiency Standards**  **ESOL Level 5 (High Intermediate)** | **ELP**  **Standard** |
| --- | --- |
| **READING FOUNDTIONS CCR STANDARDS LEVEL C – ESOL LEVEL 5** | **ELP STD** |
| **RF CCR 2 Level C:** Blank (Anchor Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness) | **None** |
| **RF CCR 3 Level C:** Know and apply grade-level phonics and word analysis skills in decoding words.   1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | **None** |
| **RF CCR 4 Level C:** Read with sufficient accuracy and fluency to support comprehension.   1. Read grade-level text with purpose and understanding. 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **None** |
| **READING CCR STANDARDS LEVEL C – ESOL LEVEL 5** | **ELP STD** |
| **Reading CCR 1 Level C:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | **1, 9** |
| **Reading CCR 2 Level C:** Determine the main idea of a text and explain how it is supported by key details; summarize the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | **1, 9** |
| **Reading CCR 3 Level C:** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | **1, 9** |
| **Reading CCR 4 Level C:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | **8, 9** |
| **Reading CCR 5 Level C:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | **None** |
| **Reading CCR 6 Level C:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. Describe how a narrator’s or speaker’s point of view influences how events are described. | **None** |
| **Reading CCR 7 Level C:** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | **1** |
| **Reading CCR 8 Level C:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | **6** |
| **Reading CCR 9 Level C:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | **None** |
| **Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently. | **None** |
| **WRITING CCR STANDARDS LEVEL C – ESOL LEVEL 5** | **ELP STD** |
| **Writing CCR 1 Level C:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   1. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. 2. Provide logically ordered reasons that are supported by facts and details. 3. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*). 4. Provide a concluding statement or section related to the opinion presented. | **4, 6** |
| **Writing CCR 2 Level C:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   1. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. 2. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. 3. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Provide a concluding statement or section related to the information or explanation presented. | **3** |
| **Writing CCR 3 Levels C–E:** Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts. | **3** |
| **Writing CCR 4 Level C:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience | **None** |
| **Writing CCR 5 Level C:** With guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language Standards 1–3 at this level.) | **7** |
| **Writing CCR 6 Level C:** With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | **2** |
| **Writing CCR 7 Level C:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | **5** |
| **Writing CCR 8 Level C:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | **5** |
| **Writing CCR 9 Level C:** Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply Reading Standards from this level to literature (e.g., “Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text”).  b. Apply Reading Standards from this level to informational text (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). | **5** |
| **SPEAKING AND LISTENING CCR STANDARDS LEVEL C – ESOL LEVEL 5** | **ELP STD** |
| **Speaking & Listening CCR 1 Level C:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. Follow agreed-upon rules for discussions and carry out assigned roles. 2. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. 3. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | **2** |
| **Speaking & Listening CCR 2 Level C:** Blank (Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.) | **1** |
| **Speaking & Listening CCR 3 Level C:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | **6** |
| **Speaking & Listening CCR 4 Level C:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | **3, 4, 5, 9** |
| **Speaking & Listening CCR 5 Level C:** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | **3, 5** |
| **Speaking & Listening CCR 6 Level C:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Language Standards 1 and 3.) | **7, 9** |
| **LANGUAGE CCR STANDARDS LEVEL C – ESOL LEVEL 5** | **ELP STD** |
| **Language CCR 1 Level C:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  b. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).  c. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.  d. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.  e. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.  f. Use verb tense to convey various times, sequences, states, and conditions.  g. Recognize and correct inappropriate shifts in verb tense.  h. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).  i. Form and use prepositional phrases.  j. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).  k. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  l. Correctly use frequently confused words (e.g., *to*, *too*, *two; there*, *their*). (L.4.1 and 5.1 merge) | **10** |
| **Language CCR 2 Level C:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use correct capitalization.  b. Use commas and quotation marks to mark direct speech and quotations from a text.  c. Use punctuation to separate items in a series.  d. Use a comma to separate an introductory element from the rest of the sentence.  e. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).  f. Use underlining, quotation marks, or italics to indicate titles of works.  g. Use a comma before a coordinating conjunction in a compound sentence.  h. Spell grade-appropriate words correctly, consulting references as needed | **None** |
| **Language CCR 3 Level C:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Choose words and phrases to convey ideas precisely.  b. Choose punctuation for effect.  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  d. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  e. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | **10** |
| **Language CCR 4 Level C:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  a. Use context (e.g., definitions, examples, restatements, cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, autograph, photograph*, *photosynthesis*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | **8** |
| **Language CCR 5 Level C:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figurative language, including similes and metaphors, in context.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | **8** |
| **Language CCR 6 Level C:** Acquire and use accurately level-appropriate general academic and domain-specific words and phrases, including those that:   1. signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*). 2. are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). 3. signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). | **7** |

| **College and Career Readiness Standards and Corresponding English Language Proficiency Standards**  **ESOL Level 6 - Advanced** | **ELP Standard** |
| --- | --- |
| **READING CCR STANDARDS LEVEL D – ESOL LEVEL 6** |  |
| **Reading CCR 1 Level D:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  Application*:* Cite specific textual evidence to support analysis of primary and secondary sources.  Application*:* Cite specific textual evidence to support analysis of science and technical texts | **1, 9** |
| **Reading CCR 2 Level D:** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  Application: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | **1, 9** |
| **Reading CCR 3 Level D:** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  Application: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | **1, 9** |
| **Reading CCR 4 Level D:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | **8, 9** |
| **Reading CCR 5 Level D:** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.  Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | **None** |
| **Reading CCR Level 6 D:** Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (RI.8.6)  Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). (RH.6-8.6) | **None** |
| **Reading CCR 7 Level D:** Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.  Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | **1** |
| **Reading CCR 8 Level D:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | **6** |
| **Reading CCR 9 Level D:** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | **None** |
| **Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently. | **None** |
| **WRITING CCR STANDARDS LEVEL D – ESOL LEVEL 6** | **ELP STD** |
| **Writing CCR 1 Level D:** Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. 2. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from and supports the argument presented. | **4, 6** |
| **Writing CCR 2 Level D:** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. [This includes the narration of historical events, scientific procedures/ experiments, or technical processes.   1. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from and supports the information or explanation presented. | **3** |
| **Writing CCR 3 Levels C–E:** Note: Students’ narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts. | **3** |
| **Writing CCR 4 Level D:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | **None** |
| **Writing CCR 5 Level D:** With some guidance and support from peers and others, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language Standards 1–3 at this level.) | **7** |
| **Writing CCR 6 Level D:** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | **2** |
| **Writing CCR 7 Level D:** Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | **5** |
| **Writing CCR 8 Level D:** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | **5** |
| **Writing CCR 9 Level D:** Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply Reading Standards from this level to literature (e.g., “Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments”).   b. Apply Reading Standards from this level to literary nonfiction (e.g., “Analyze how a text makes connections among and distinctions between individuals’ ideas or events”). | **5** |
| **SPEAKING AND LISTENING CCR STANDARDS LEVEL D – ESOL LEVEL 6** | **ELP STD** |
| **Speaking & Listening CCR 1 Level D:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly.   1. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 2. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. 3. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas. 4. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | **2** |
| **Speaking & Listening CCR 2 Level D:** Blank | **1** |
| **Speaking & Listening CCR 3 Level D:** Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | **6** |
| **Speaking & Listening CCR 4 Level D:** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. | **3, 4, 5, 9** |
| **Speaking & Listening CCR 5 Level D:** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | **3, 5** |
| **Speaking & Listening CCR 6 Level D:** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Language Standards 1 and 3 for specific expectations.) | **7, 9** |
| **LANGUAGE CCR STANDARDS LEVEL D – ESOL LEVEL 6** | **ELP STD** |
| **Language CCR 1 Level D:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Ensure that pronouns are in the proper case (subjective, objective, possessive).  b. Use intensive pronouns.  c. Recognize and correct inappropriate shifts in pronoun number and person.  d. Recognize and correct vague or unclear pronouns.  e. Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.  f. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.  g. Form and use verbs in the active and passive voice.  h. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.  i. Recognize and correct inappropriate shifts in verb voice and mood.  j. Explain the function of phrases and clauses in general and their function in specific sentences.  k. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  l. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | **10** |
| **Language CCR 2 Level D:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Use punctuation (commas, parentheses, ellipsis, dashes) to set off nonrestrictive/parenthetical elements.  b. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[*,*] green shirt*).  c. Use an ellipsis to indicate an omission.  d. Spell correctly. | **None** |
| **Language CCR 3 Level D:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.  a. Vary sentence patterns for meaning, reader/listener interest, and style.  b. Maintain consistency in style and tone.  c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | **10** |
| **Language CCR 4 Level D:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.  a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | **8** |
| **Language CCR 5 Level D:** Blank | **8** |
| **Language CCR 6 Level D:** Acquire and use accurately level-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | **7** |

| **Language Standards by Level**  **(Grammar, Capitalization, Punctuation, Spelling, Usage)** | |
| --- | --- |
| Prior to entering a level, students should demonstrate command of grammar, capitalization, punctuation, spelling, and usage for the previous levels. However, some students may benefit from a review of specific topics. Instructors may present the topics in any sequence they consider to be appropriate for their class. | |
| **Foundations (Level 1)** | |
| * Nouns (basic) * Verbs (basic) * Numerals * Capitalization | * Punctuation: period/question mark * Subject Pronouns * Yes/No questions * Imperatives |
| **Low Beginning (Level 2)** | |
| * Verb tenses:   + Simple Present   + Present Progressive   + Simple Past * Modals: can/can’t * Verb + to * Would + like * Punctuation: exclamation point/comma * Abbreviations * Possessives | * Adjectives: descriptive/possessive * Contractions * Prepositions: time/place/   location/direction   * “Wh” questions * Countable/non-countable nouns * Adverbs: frequency/time * Articles * Politeness markers |
| **High Beginning (Level 3)** | |
| * Verb tenses:   + Simple Future   + Future with *going to* * Modal verbs:   + Could   + Should   + Would * Verbs: want/need * Have to + verb * Punctuation: semicolon/hyphen/dash * Objects: direct/indirect | * Indicative * Comparatives * Superlatives * Intensifiers * Sequence words * Interjections * Conjunctions:   + Coordinating   + Correlative   + Subordinating |
| **Low Intermediate (Level 4)** | |
| * Verb tenses:   + Past Progressive   + Future Progressive * Future with *will* * Modals: may/must * Ask + infinitive * Punctuation: parentheses/   brackets   * Conditionals: if/then * Prepositional phrases * Infinitives | * Gerunds * Subjunctive * Dependent clauses * When clauses * While clauses * Questions:   + How far?   + How long?   + How many?   + How much? |
| **High Intermediate (Level 5)** | |
| * Verb tenses:   + Present Perfect   + Past Perfect   + Future Perfect | * Verb phrases * Punctuation: ellipsis/apostrophe * Participles: present/past * Questions: What about? What if? |
| **Level 6 - Advanced** | |
| **Verb Tenses:**   * Present Perfect Progressive * Past Perfect Progressive * Future Perfect Progressive   **Verb Moods:**   * Indicative * Imperative * Interrogative * Conditional * Subjunctive   **Future with *Probably***  **Active/Passive Voice**  **Adverbial Clauses**  **Verbals**   * Gerunds * Participles * Infinitives | **Pronouns:**   * Reflexive * Intensive * Subjective, objective, and possessive case   **Sentence Structures:**   * Simple * Compound * Complex * Compound-complex   **Punctuation:**   * Comma * Parenthesis * Quotation marks * Ellipsis * Dash * Colon * Semicolon |