| **College and Career Readiness Standards and Corresponding English Language Proficiency Standards****ESOL Levels 1 – 2 – 3 (Foundations – Low Beginning – High Beginning)** | **ELP Standard** |
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| **READING FOUNDATIONS CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3** |  |
| **RF CCR 2 Level A:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).1. Recognize and produce rhyming words.
2. Distinguish long from short vowel sounds in spoken single-syllable words.
3. Count, pronounce, blend, and segment syllables in spoken words.
4. Blend and segment onsets and rimes of single-syllable spoken words.
5. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
6. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
7. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
8. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
 | **None** |
| **RF CCR 3 Level A:** Know and apply grade-level phonics and word analysis skills in decoding words.1. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
2. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
3. Know the spelling-sound correspondences for common consonant digraphs.
4. Decode regularly spelled one-syllable words.
5. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
6. Know final *-e* and common vowel team conventions for representing long vowel sounds.
7. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
8. Decode two-syllable words following basic patterns by breaking the words into syllables.
9. Read words with inflectional endings.
10. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).
11. Recognize and read grade-appropriate irregularly spelled words.
 | **None** |
| **RF CCR 4 Level A:** Read with sufficient accuracy and fluency to support comprehension.1. Read grade-level text with purpose and understanding.
2. Read grade-level text 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 A – ESOL LEVELS 1 – 2 – 3** | **ELP STD** |
| **Reading CCR 1 Level A** Ask and answer questions about key details in a text | **1, 9** |
| **Reading CCR 2 Level A:** Identify the main topic and retell key details of a text.  | **1, 9** |
| **Reading CCR 3 Level A:** Describe the connection between two individuals, events, ideas, or pieces of information in a text. | **1, 9** |
| **Reading CCR 4 Level A:** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. | **8, 9** |
| **Reading CCR 5 Level A:** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. | **None** |
| **Reading CCR 6 Level A:** Blank (Anchor Standard: Assess how point of view or purpose shapes the content and style of a text.) | **None** |
| **Reading CCR 7 Level A:** Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.). | **1** |
| **Reading CCR 8 Level A:** Identify the reasons an author gives to support points in a text. | **6** |
| **Reading CCR 9 Level A:** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | **None** |
| **Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently. | **None** |
| **WRITING CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3** | **ELP STD** |
| **Writing CCR 1 Level A:** Blank (Anchor Standard: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.) | **4, 6** |
| **Writing CCR 2 Level A:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  | **3** |
| **Writing CCR 3 Level A:** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure | **3** |
| **Writing CCR 4 Level A:** Blank (Anchor Standard: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.) | **None** |
| **Writing CCR 5 Level A:** With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | **7** |
| **Writing CCR 6 Level A:** With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.  | **2** |
| **Writing CCR 7 Level A:** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | **5** |
| **Writing CCR 8 Level A:** With guidance and support, recall information from experiences or gather information from provided sources to answer a question. | **5** |
| **Writing CCR 9 Level A:** Note: This standard does not begin until grade 4 in the Common Core State Standards. | **5** |
| **SPEAKING AND LISTENING CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3** | **ELP STD** |
| **Speaking & Listening CCR 1 Level A:** Participate in collaborative conversations with diverse partners in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion.  | **2** |
| **Speaking & Listening CCR 2 Level A:** Blank (Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.) | **1** |
| **Speaking & Listening CCR 3 Level A:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.  | **6** |
| **Speaking & Listening CCR 4 Level A:** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.  | **3, 4, 5, 9** |
| **Speaking & Listening CCR 5 Level A:** 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 A:** Speak audibly and express thoughts, feelings, and ideas clearly.Produce complete sentences when appropriate to task and situation. (See Language Standards 1 and 3.) | **7, 9** |
| **LANGUAGE CCR STANDARDS LEVEL A – ESOL LEVELS 1 – 2 – 3** | **ELP STD** |
| **Language CCR 1 Level A** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). d. Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). f. Use frequently occurring adjectives. (Continued next page.)g. Use frequently occurring nouns and verbs. h. Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). i. Use determiners (e.g., articles, demonstratives). j. Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). k. Understand and use question words (interrogatives) (e.g., *who*, *what*, *where*, *when*, *why*, *how*). l. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (L.K.1 and 1.1 merge)  | **10** |
| **Language CCR 2 Level A:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Capitalize dates and names of people. c. Recognize and name end punctuation. d. Use end punctuation for sentences. e. Use commas in dates and to separate single words in a series. f. Write a letter or letters for most consonant and short-vowel sounds (phonemes). g. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. h. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. i. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions | **None** |
| **Language CCR 3 Level A:** Note: This standard does not begin until grade 2 in the Common Core State Standards. (Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.) | **10** |
| **Language CCR 4 Level A:** 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. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). | **8** |
| **Language CCR 5 Level A:** With guidance and support, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). d. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.  | **8** |
| **Language CCR 6 Level A:** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).  | **7** |

| **English Language Proficiency Anchor Standards** |
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| **ELP Anchor 1:** An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and  viewing. |
| **ELP Anchor 2:** An ELL can participate in level appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. |
| **ELP Anchor 3:** An ELL can speak and write about level-appropriate complex literary and informational texts and topics. |
| **ELP Anchor 4:** An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence. |
| **ELP Anchor 5:** An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. |
| **ELP Anchor 6:** An ELL can analyze and critique the arguments of others orally and in writing. |
| **ELP Anchor 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing. |
| **ELP Anchor 8:** An ELL can determine the meaning of words and phrases in oral presentationsand literary and informational text. |
| **ELP Anchor 9:** An ELL can create clear and coherent level-appropriate speech and text. |
| **ELP Anchor 10:** An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. |