

# Adult English Language Learners

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

ELP S1

**ELP S1/L4** By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. [ELP S1/L4](#)

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**ELP S1/L3** By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text. [ELP S1/L3](#)

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**ELP S1/L2** By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details. [ELP S1/L2](#)

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**ELP S1/L1** By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts. [ELP S1/L1](#)

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**ELP S1/L5** By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text. [ELP S1/L5](#)

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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 S2](#)

**ELP S2/L1** By the end of English language proficiency level 1, an ELL can... • actively listen to others • participate in short conversations and written exchanges about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some whquestions. [ELP S2/L1](#)

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**ELP S2/L2** By the end of English language proficiency level 2, an ELL can... • participate in short conversations and written exchanges about familiar topics and texts • present information and ideas • appropriately take turns in interactions with others • respond to simple questions and wh-questions. [ELP S2/L2](#)

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**ELP S2/L3** By the end of English language proficiency level 3, an ELL can... • participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding. [ELP S2/L3](#)

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**ELP S2/L4** By the end of English language proficiency level 4, an ELL can... • participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas • clearly support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed. [ELP S2/L4](#)

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**ELP S2/L5** By the end of English language proficiency level 5, an ELL can... • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed. [ELP S2/L5](#)

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An ELL can... speak and write about level-appropriate complex literary and informational texts and topics. [ELP S3](#)

**ELP S3/L1** By the end of English language proficiency level 1, an ELL can... with support, • communicate information and feelings about familiar texts, topics, and experiences. [3LP S3/L1](#)

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**ELP S3/L2** By the end of English language proficiency level 2, an ELL can... with support, • deliver short oral presentations • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. [ELP S3/L2](#)

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**ELP S3/L3** By the end of English language proficiency level 3, an ELL can... with support, • deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events. [ELP S3/L3](#)

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**ELP S3/L4** By the end of English language proficiency level 4, an ELL can... • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. [ELP S3/L4](#)

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**ELP S3/L5** By the end of English language proficiency level 5, an ELL can... • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events. [ELP S3/L5](#)

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**An ELL can... construct level-appropriate oral and written claims and support them with reasoning and evidence.** [ELP S4](#)

**ELP S4/L1** By the end of English language proficiency level 1, an ELL can... • express an opinion about a familiar topic, experience or event. • give a reason for the opinion. [ELP S4/L1](#)

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**ELP S4/L2** By the end of English language proficiency level 2, an ELL can... • construct a claim about familiar topics, experiences, or events • introduce the topic, experience, or event • give a reason to support the claim • provide a concluding statement. [ELP S4/L2](#)

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**ELP S4/L3** By the end of English language proficiency level 3, an ELL can... • construct a claim about familiar topics • introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding statement. [ELP S4/L3](#)

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**ELP S4/L4** By the end of English language proficiency level 4, an ELL can... • 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. [ELP S4/L4](#)

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**ELP S4/L5** By the end of English language proficiency level 5, an ELL can... • construct a substantive claim about a variety of topics • introduce the claim • distinguish it from a counter-claim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim • provide a conclusion that summarizes the argument presented. [ELP S4/L5](#)

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**An ELL can... conduct research and evaluate and communicate findings to answer questions or solve problems.** [ELP S5](#)

**ELP S5/L1** By the end of English language proficiency level 1, an ELL can... with support, • carry out short, shared research projects • gather information from a few provided print and digital sources • label collected information, experiences, or events • recall information from experience or from a provided source. [ELP S5/L1](#)

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**ELP S5/L2** By the end of English language proficiency level 2, an ELL can... with support, • carry out short individual or shared research projects • gather information from provided print and digital sources • record information in simple notes • summarize data and information. [ELP S5/L2](#)

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**ELP S5/L3** By the end of English language proficiency level 3, an ELL can... with support, • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics as appropriate • provide a list of sources. [ELP S5/L3](#)

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**ELP S5/L4** By the end of English language proficiency level 4, an ELL can... • carry out both short and more sustained research projects to answer a question • gather information from multiple print and digital sources • evaluate the reliability of each source • use search terms effectively • synthesize information from multiple print and digital sources • integrate information into an organized oral or written report • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately. [ELP S5/L4](#)

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**ELP S5/L5** By the end of English language proficiency level 5, an ELL can... • carry out both short and more sustained research projects to answer a question or solve a problem • gather information from multiple print and digital sources • evaluate the reliability of each source • use advanced search terms effectively • synthesize information from multiple print and digital sources • analyze and integrate information into clearly organized spoken and written texts • include illustrations, diagrams, or other graphics as appropriate • cite sources appropriately. [ELP S5/L5](#)

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An ELL can... analyze and critique the arguments of others orally and in writing. [ELP S6](#)

**ELP S6/L1** By the end of English language proficiency level 1, an ELL can... with support, • identify a point an author or a speaker makes. [ELP S6/L1](#)

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**ELP S6/L2** By the end of English language proficiency level 2, an ELL can... with support, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument. [ELP S6/L2](#)

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**ELP S6/L3** By the end of English language proficiency level 3, an ELL can... with support, • explain the reasons an author or a speaker gives to support a claim • identify one or two reasons an author or a speaker gives to support the main point. [ELP S6/L3](#)

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**ELP S6/L4** By the end of English language proficiency level 4, an ELL can... • analyze the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite textual evidence to support the analysis. [ELP S6/L4](#)

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**ELP S6/L5** By the end of English language proficiency level 5, an ELL can... • analyze and evaluate the reasoning in persuasive spoken and written texts • determine whether the evidence is sufficient to support the claim • cite specific textual evidence to thoroughly support the analysis. [ELP S6/L5](#)

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An ELL can... adapt language choices to purpose, task, and audience when speaking and writing. [ELP S7](#)

**ELP S7/L1** By the end of English language proficiency level 1, an ELL can... • show emerging awareness of differences between informal and formal language use • recognize the meaning of some words learned through conversations, reading, and being read to. [ELP S7/L1](#)

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**ELP S7/L2** By the end of English language proficiency level 2, an ELL can... • show increasing awareness of differences between informal and formal language use • adapt language choices to task and audience with emerging control in various social and academic contexts • begin to use some frequently occurring general academic and content-specific words. [ELP S7/L2](#)

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**ELP S7/L3** By the end of English language proficiency level 3, an ELL can... • adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts • use an increasing number of general academic and contentspecific words and expressions in spoken and written texts • show developing control of style and tone in spoken and written texts. [ELP S7/L3](#)

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**ELP S7/L4** By the end of English language proficiency level 4, an ELL can... • adapt language choices and style according to purpose, task, and audience in various social and academic contexts • use a wider range of complex general academic and contentspecific words and phrases • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. [ELP S7/L4](#)

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**ELP S7/L5** By the end of English language proficiency level 5, an ELL can... • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts • use a wide variety of complex general academic and contentspecific words and phrases • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. [ELP S7/L5](#)

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An ELL can... determine the meaning of words and phrases in oral presentations and literary and informational text. [ELP](#)

S8

**ELP S8/L1** By the end of English language proficiency level 1, an ELL can... relying heavily on context, questioning, and knowledge of morphology in their native language(s), • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events. [ELP S8/L1](#)

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**ELP S8/L2** By the end of English language proficiency level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s), • determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events. [ELP S8/L2](#)

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**ELP S8/L3** By the end of English language proficiency level 3, an ELL can... using context, questioning, and a developing knowledge of English and their native language(s)' morphology, • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events. [ELP S8/L3](#)

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**ELP S8/L4** By the end of English language proficiency level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. [ELP S8/L4](#)

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**ELP S8/L5** By the end of English language proficiency level 5, an ELL can... using context, questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. [ELP S8/L5](#)

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An ELL can... create clear and coherent level-appropriate speech and text. [ELP S9](#)

**ELP S9/L1** By the end of English language proficiency level 1, an ELL can... with support, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences. [ELP S9/L1](#)

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**ELP S9/L2** By the end of English language proficiency level 2, an ELL can... with support, • recount a short sequence of events in order • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas. [ELP S9/L2](#)

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**ELP S9/L3** By the end of English language proficiency level 3, an ELL can... with support, • recount a sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use common transitional words and phrases to connect events, ideas, and opinions • provide a conclusion. [ELP S9/L3](#)

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**ELP S9/L4** By the end of English language proficiency level 4, an ELL can... • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure • introduce and develop an informational topic with facts, details, and evidence • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement. [ELP S9/L4](#)

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**ELP S9/L5** By the end of English language proficiency level 5, an ELL can... • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas • provide a concluding section or statement. [ELP S9/L5](#)

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An ELL can... demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. [ELP S10](#)

**ELP S10/L1** By the end of English language proficiency level 1, an ELL can... with support, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions. [ELP S10/L1](#)

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**ELP S10/L2** By the end of English language proficiency level 2, an ELL can... with support, • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences. [ELP S10/L2](#)

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**ELP S10/L3** By the end of English language proficiency level 3, an ELL can... with support, • use simple phrases • use simple clauses • produce and expand simple, compound, and a few complex sentences. [ELP S10/L3](#)

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**ELP S10/L4** By the end of English language proficiency level 4, an ELL can... • use increasingly complex phrases • use increasingly complex clauses • produce and expand simple, compound, and complex sentences. [ELP S10/L4](#)

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**ELP S10/L5** By the end of English language proficiency level 5, an ELL can... • use complex phrases and clauses • produce and expand simple, compound, and complex sentences. [ELP S10/L5](#)