Ohio Aspire ESOL Standards

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LEARN MORE. EARN MORE.

Prepared by

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Introduction

In 2018, the Ohio Department of Higher Education's Aspire program chose to adopt and adapt the English Language Proficiency Standards (ELP) for Adult Education (U.S. Department of Education, 2016) for use in Ohio's programs. The purpose of this document is to introduce the Ohio Department of Higher Education English for Speakers of Other Languages (ESOL) standards as well as explain the standards within the context of the ELP standards developed at the national level. Starting July 1, 2018, Ohio Aspire programs are expected to begin implementing the ELP standards for ESOL instruction.

By utilizing this set of national standards Ohio Aspire programs will be situated to meet academic rigor set forth in the Workforce Innovation and Opportunity Act (WIOA). The ELP standards have correspondences to the College and Career Readiness (CCR) standards for English Language Arts, Mathematics, and Science. Since programs already have curriculum aligned to the CCR, practitioners will have access to additional aligned resources that will better assist in preparing ESOL students for postsecondary education/training and the workforce.

What are the English Language Proficiency Standards for Adult Education?

The ELP standards were released by American Institutes for Research (AIR) in October of 2016. The standards extend beyond life skills and are intended to prepare English language learners for transitions to postsecondary institutions and the workforce. The ELP standards development team used the English Language Proficiency Assessment for the 21st Century (ELPA21) K-12 ELP standards (http://www.elpa21.org/elp-standards) as the basis for selection. The ELPA21 K-12 ELP standards are currently in use in 19 states and correspond to college- and career-readiness standards. Subject matter experts reviewed the ELPA21 K-12 ELP standards using a framework that considered the standards, state academic content standards, and guiding principles for English language acquisition.

The selected standards include 10 anchor standards with descriptors of student performance at five levels. There are also linkages to the applicable College and Career Readiness (CCR) standards for Adult Education. The ELP standards are similarly rigorous to the ABE/ASE (Adult Basic Education/Adult Secondary Education) Standards, which were adopted by Ohio in 2014 and are based upon the College and Career Readiness Standards for Adult Education.

What is the value of the ELP standards?

The integration of ELP standards into adult education programs is designed to provide all adult English language learners with guidance and support in developing specific language skills for entry into postsecondary education and training or employment. To that end, the ELP provides the language lift necessary for meeting the language demands of the rigorous content within the CCR standards being used to prepare students for college and careers. The following are the benefits of the ELP standards for students, instructors, and programs.

For Students

These standards present a starting point for raising awareness and understanding of the language demands required for success in postsecondary education/training and employment in the 21st century.

For Instructors

Clear standards allow educators to focus their efforts and shape overall instruction. Standards are translated into curriculum and lessons for teaching content to students while providing the foundation for assessments that help determine whether students are learning the essential skills and knowledge included in the standards. Alignment is desirable for standards, instruction, and assessment.

For Programs

Adoption of the ELP standards allows for the planning of curriculum enhancements to the ESOL program to better align with the CCR used for ABE/ASE. This brings Ohio one-step closer to alignment and consistency between all education system components. Partnerships between Aspire and the K-12 system will allow for combining resources to create common tools and materials for assessment, instruction, and professional development opportunities.

What are the Instructional Advances?

According to National Reporting System for Adult Education (2017, pp. 19-20)

> Teachers…must select appropriately complex literary and informational texts, topics, and events to prepare learners for success. Complexity should show progress within EFLs and in successive levels that reflect increasingly complex and cognitively demanding language structures, academic vocabulary, and concepts.

> Language in the revised NRS EFLs for ESL calls for progressive complexity without being prescriptive about the specific complexity measures at each EFL. Terminology in the EFLs such as emerging, developing, increasing, and growing are guides to indicate the needed progression of complexity from level to level.[1]

> Instruction and assessment also should involve a progression of topics, from the more familiar to substantive and academic topics, with increasing levels of complexity within and across levels. Teachers…are encouraged to refer to the guiding principles found in the *English Language Proficiency Standards for Adult Education.* The guiding principles recommend that instruction also include the use of digital tools and resources; academic language; a variety of informational texts and content areas, including science, technology, engineering, and mathematics; and college and career readiness skills as appropriate to learners at a given level.

> [1] Additional guidance about text complexity in adult education may be found in the *College and Career Readiness Standards for Adult Education*, "Appendix D—Understanding Text Complexity."

How are the Ohio Aspire ESOL standards organized by modality?

Examining the ELP 10 anchor standards according to communication modality (Receptive, Productive, and Interactive) and domain of language acquisition (Listening, Reading, Speaking, and Writing) allows for a more integrated approach to teaching and assessing English language learners. The corresponding anchor standards 1-7 function to describe the language acquisition skills needed to participate in content-specific practices, while anchors 8-10 focus on the specific linguistic skills that support the use of standards 1-7. By understanding this organization and function of the standards, language skills can be contextualized into modes of communication.

This chart illustrates the correlation of the standards to modalities and domains.

Modalities*	Domains	Corresponding ELP Standards	
Receptive The ability to process, understand, interpret, and/or engage with level-appropriate literary and informational written and spoken text to construct meaning. *(Referenced as* Interpretive *in the 2017 NRS ESL descriptors.)*	Listening and Reading	1	Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
		6	Analyze and critique the arguments of others orally and in writing.
		7**	Adapt language choices to purpose, task, and audience when speaking and writing.
		8	Determine the meaning of words and phrases in oral presentations and literary and informational text.
Productive The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning.	Speaking and Writing	3	Speak and write about level-appropriate complex literary and informational texts and topics.
		4	Construct level-appropriate oral and written claims and support them with reasoning and evidence.
		7	Adapt language choices to purpose, task, and audience when speaking and writing.
		9	Create clear and coherent level-appropriate speech and text.
		10	Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.
Interactive The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in, and transmitting meaning.	Listening, Speaking, Reading, and Writing	2	Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
		5	Conduct research and evaluate and communicate findings to answer questions or solve problems.

*U.S. Department of Education, Office of Career, Technical and Adult Education. (2017). *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act.* Retrieved from: https://nrsweb.org/policy-data/nrs-ta-guide
** Standard 7 only corresponds to the Receptive/Interpretive modality for NRS levels 1 and 2.

What is the numbering system for the Ohio Department of Higher Education ESOL Standards?

To understand the new ESOL standards it is important to be aware of the numbering system of the standards. The numbering of the standards is a modification of the ELP standards that incorporates the National Reporting System (NRS) Educational Functioning Level (EFL), ELP anchor standard, and benchmark number.

EFL – *the NRS Educational Functioning Level*

There are six NRS EFLs for ESL (English as a Second Language).

- Level 1 = Beginning ESL Literacy
- Level 2 = Low Beginning ESL
- Level 3 = High Beginning ESL
- Level 4 = Low Intermediate ESL
- Level 5 = High Intermediate ESL
- Level 6 = Advanced ESL

Strand – *communication modality*

There are three strands.

- Receptive
- Productive
- Interactive

ELP – *the ELP anchor standard*

There are 10 ELP anchor standards.

1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
3. Speak and write about level-appropriate complex literary and informational texts and topics.
4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research and evaluate and communicate findings to answer questions or solve problems.
6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.
8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent level-appropriate speech and text.
10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Benchmarks – *expected performance at the exit points for each NRS EFL*

Each benchmark has a unique identifier.

- The first number indicates the educational functioning level.
- The second number indicates the ELP anchor standard.
- The third number indicates the benchmark number.

For example

NRS EFL Level

Level 2 Low Beginning ESL

ELP Anchor Standard

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]* ← Strand

Benchmarks

2.5.1. Carry out short, shared research projects, with support.
2.5.2. Gather information from a few provided print and digital sources, with support.

EFL Level (Level 2)

2.5.3. Label collected information, experiences, or events, with support.
2.5.4. Recall information from experience or from a provided source, with support.

ELP (5) Anchor Standard

Benchmark Number (4)

Level 1 Beginning ESL Literacy

ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *[Receptive]*

1.1.1. Identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies, with prompting and support.

ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. *[Interactive]*

1.2.1. Participate in short conversations and written exchanges about familiar topics and in familiar contexts, with limited involvement.
1.2.2. Respond to simple yes/no questions and some wh- questions with limited involvement.

ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. *[Productive]*

1.3.1. Communicate information and feelings about familiar texts, topics, and experiences, with prompting and support.

ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. *[Productive]*

1.4.1. Express a preference or opinion about a familiar topic.

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]*

1.5.1. Participate in short, shared research projects, with prompting and support.
1.5.2. Gather information from a few provided sources, with prompting and support.
1.5.3. Label some key information, with prompting and support.

ELP 6. Analyze and critique the arguments of others orally and in writing. *[Receptive]*

There are no benchmarks for anchor standard 6 at Level 1.

ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing.

1.7.1. Show limited awareness of differences between informal and formal language use. *[Productive]*
1.7.2. Recognize the meaning of some words learned through conversations, reading, and being read to. *[Receptive]*

ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. *[Receptive]*

1.8.1. Recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events, with prompting and support.

ELP 9. Create clear and coherent level-appropriate speech and text. *[Productive]*

1.9.1. Use a narrow range of vocabulary and syntactically simple sentences, with support.

ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *[Productive]*

1.10.1. Recognize and use a small number of frequently occurring nouns and verbs, with support.
1.10.2. Understand and respond to simple questions, with support.

Level 2 Low Beginning ESL

ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *[Receptive]*

2.1.1. Identify a few keywords and phrases in oral communications and simple spoken and written texts using a very limited set of strategies.

ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. *[Interactive]*

2.2.1. Listen actively to others.
2.2.2. Participate in short conversations and written exchanges about familiar topics and in familiar contexts.
2.2.3. Present simple information.
2.2.4. Respond to simple yes/no questions and some wh- questions.

ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. *[Productive]*

2.3.1. Communicate information and feelings about familiar texts, topics, and experiences, with support.

ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. *[Productive]*

2.4.1. Express an opinion about a familiar topic, experience, or event.
2.4.2. Give a reason for the opinion.

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]*

2.5.1. Carry out short, shared research projects, with support.
2.5.2. Gather information from a few provided print and digital sources, with support.
2.5.3. Label collected information, experiences, or events, with support.
2.5.4. Recall information from experience or from a provided source, with support.

ELP 6. Analyze and critique the arguments of others orally and in writing. *[Receptive]*

2.6.1. Identify a point an author or a speaker makes, with support.

ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing.

2.7.1. Show emerging awareness of differences between informal and formal language use. *[Productive]*

2.7.2. Recognize the meaning of some words learned through conversations, reading, and being read to**.** *[Receptive]*

ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. *[Receptive]*

2.8.1. 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, relying heavily on context, questioning, and knowledge of morphology in their native language(s).

ELP 9. Create clear and coherent level-appropriate speech and text. *[Productive]*

2.9.1. Communicate basic information about an event or topic, with support.
2.9.2. Use a narrow range of vocabulary and syntactically simple sentences, with support.

ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *[Productive]*

2.10.1. Recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions, with support.
2.10.2. Understand and respond to simple questions, with support.

Level 3 High Beginning ESL

ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *[Receptive]*

3.1.1. Identify the main topic in oral presentations and simple spoken and written texts using an emerging set of strategies.

3.1.2. Retell a few key details using an emerging set of strategies.

ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. *[Interactive]*

3.2.1. Participate in short conversations and written exchanges about familiar topics and texts.
3.2.2. Present information and ideas.
3.2.3. Take turns appropriately in interactions with others.
3.2.4. Respond to simple questions and wh- questions.

ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. *[Productive]*

3.3.1. Deliver short oral presentations about familiar texts, topics, experiences, or events, with support.
3.3.2. Compose simple written narratives or informational texts about familiar texts, topics, experiences, or events, with support.

ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. *[Productive]*

3.4.1. Construct a claim about familiar topics, experiences, or events.
3.4.2. Introduce the topic, experience, or event.
3.4.3. Give a reason to support the claim.
3.4.4. Provide a concluding statement.

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]*

3.5.1. Carry out short individual or shared research projects, with support.
3.5.2. Gather information from provided print and digital sources, with support.
3.5.3. Record information in simple notes, with support.
3.5.4. Summarize data and information, with support.

ELP 6. Analyze and critique the arguments of others orally and in writing. *[Receptive]*

3.6.1. Identify the main argument an author or speaker makes, with support.
3.6.2. Identify one reason an author or a speaker gives to support the argument, with support.

ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing. *[Productive]*

3.7.1. Show increasing awareness of differences between informal and formal language use.

3.7.2. Adapt language choices to task and audience with emerging control in various social and academic contexts.
3.7.3. Begin to use some frequently occurring general academic and content-specific words.

ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. *[Receptive]*

3.8.1. Determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events using context, questioning, and knowledge of morphology in their native language(s).

ELP 9. Create clear and coherent level-appropriate speech and text. *[Productive]*

3.9.1. Recount a short sequence of events in order, with support.
3.9.2. Introduce an informational topic, with support.
3.9.3. Provide one or two facts about the topic, with support.
3.9.4. Use common linking words to connect events and ideas, with support.

ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *[Productive]*

3.10.1. Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, with support.
3.10.2. Produce simple and compound sentences, with support.

Level 4 Low Intermediate ESL

ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *[Receptive]*

4.1.1. Determine a central idea or theme in oral presentations and spoken and written texts using a developing set of strategies.
4.1.2. Retell key details using a developing set of strategies.
4.1.3. Answer questions about key details using a developing set of strategies.
4.1.4. Explain how the theme is developed by specific details in texts using a developing set of strategies.
4.1.5. Summarize part of a text using a developing set of strategies.

ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. *[Interactive]*

4.2.1. Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues.
4.2.2. Build on the ideas of others.
4.2.3. Express his or her own ideas.
4.2.4. Ask and answer relevant questions.

4.2.5. Add relevant information and evidence.
4.2.6. Restate some of the key ideas expressed.
4.2.7. Follow rules for discussion.
4.2.8. Ask questions to gain information or clarify understanding.

ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. *[Productive]*

4.3.1. Deliver short oral presentations about familiar texts, topics, or events, with support.
4.3.2. Compose written informational texts about familiar texts, topics, or events, with support.
4.3.3. Develop the topic with a few details about familiar texts, topics, or events, with support.

ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. *[Productive]*

4.4.1. Construct a claim about familiar topics.
4.4.2. Introduce the topic.
4.4.3. Provide sufficient reasons or facts to support the claim.
4.4.4. Provide a concluding statement.

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]*

4.5.1. Carry out short research projects to answer a question, with support.
4.5.2. Gather information from multiple provided print and digital sources, with support.
4.5.3. Paraphrase key information in a short written or oral report, with support.
4.5.4. Include illustrations, diagrams, or other graphics as appropriate, with support.
4.5.5. Provide a list of sources, with support.

ELP 6. Analyze and critique the arguments of others orally and in writing. *[Receptive]*

4.6.1. Explain the reasons an author or a speaker gives to support a claim, with support.
4.6.2. Identify one or two reasons an author or a speaker gives to support the main point, with support.

ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing. *[Productive]*

4.7.1. Adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.
4.7.2. Use an increasing number of general academic and content-specific words and expressions in spoken and written texts.
4.7.3. Show developing control of style and tone in spoken and written texts.

ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. *[Receptive]*

4.8.1. 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 using context, questioning, and a developing knowledge of English and their native language(s)' morphology.

ELP 9. Create clear and coherent level-appropriate speech and text. *[Productive]*

4.9.1. Recount a sequence of events, with a beginning, middle, and end, with support.
4.9.2. Introduce and develop an informational topic with facts and details, with support.
4.9.3. Use common transitional words and phrases to connect events, ideas, and opinions, with support.
4.9.4. Provide a conclusion, with support.

ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *[Productive]*

4.10.1. Use simple phrases, with support.
4.10.2. Use simple clauses, with support.
4.10.3. Produce and expand simple, compound, and a few complex sentences, with support.

Level 5 High Intermediate ESL

ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *[Receptive]*

5.1.1. Determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies.
5.1.2. Analyze the development of the themes/ideas using an increasing range of strategies.
5.1.3. Cite specific details and evidence from texts to support the analysis using an increasing range of strategies.
5.1.4. Summarize a text using an increasing range of strategies.

ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. *[Interactive]*

5.2.1. Participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.
5.2.2. Build on the ideas of others.
5.2.3. Express his or her own ideas.
5.2.4. Support points clearly with specific and relevant evidence.
5.2.5. Ask and answer questions to clarify ideas and conclusions.
5.2.6. Summarize the key points expressed.

ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. *[Productive]*

5.3.1. Deliver oral presentations about a variety of texts, topics, or events.
5.3.2. Compose written informational texts about a variety of texts, topics, or events.
5.3.3. Develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events.
5.3.4. Integrate graphics or multimedia when useful about a variety of texts, topics, or events.

ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. *[Productive]*

5.4.1. Construct a claim about a variety of topics.
5.4.2. Introduce the topic.
5.4.3. Provide logically ordered reasons or facts that effectively support the claim.
5.4.4. Provide a concluding statement.

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]*

5.5.1. Carry out both short and more sustained research projects to answer a question.
5.5.2. Gather information from multiple print and digital sources.
5.5.3. Evaluate the reliability of each source.
5.5.4. Use search terms effectively.
5.5.5. Synthesize information from multiple print and digital sources.
5.5.6. Integrate information into an organized oral or written report.
5.5.7. Include illustrations, diagrams, or other graphics as appropriate.
5.5.8. Cite sources appropriately.

ELP 6. Analyze and critique the arguments of others orally and in writing. *[Receptive]*

5.6.1. Analyze the reasoning in persuasive spoken and written texts.
5.6.2. Determine whether the evidence is sufficient to support the claim.
5.6.3. Cite textual evidence to support the analysis.

ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing. *[Productive]*

5.7.1. Adapt language choices and style according to purpose, task, and audience in various social and academic contexts.
5.7.2. Use a wider range of complex general academic and content-specific words and phrases.
5.7.3. Adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. *[Receptive]*

5.8.1. 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 using context, questioning, and an increasing knowledge of English morphology.

ELP 9. Create clear and coherent level-appropriate speech and text. *[Productive]*

5.9.1. Recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.
5.9.2. Introduce and develop an informational topic with facts, details, and evidence.
5.9.3. Use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.
5.9.4. Provide a concluding section or statement.

ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *[Productive]*

5.10.1. Use increasingly complex phrases.
5.10.2. Use increasingly complex clauses.
5.10.3. Produce and expand simple, compound, and complex sentences.

Level 6 Advanced ESL

ELP 1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *[Receptive]*

6.1.1. Determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies.
6.1.2. Analyze the development of the themes/ideas using a wide range of strategies.
6.1.3. Cite specific details and evidence from texts to support the analysis using a wide range of strategies.
6.1.4. Summarize a text using a wide range of strategies.

ELP 2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions. *[Interactive]*

6.2.1. Participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues.
6.2.2. Build on the ideas of others.
6.2.3. Express his or her own ideas clearly and persuasively.
6.2.4. Refer to specific and relevant evidence from texts or research to support his or her ideas.
6.2.5. Ask and answer questions that probe reasoning and claims.

6.2.6. Summarize the key points and evidence discussed.

ELP 3. Speak and write about level-appropriate complex literary and informational texts and topics. *[Productive]*

6.3.1. Deliver oral presentations about a variety of texts, topics, or events.
6.3.2. Compose written informational texts about a variety of texts, topics, or events.
6.3.3. Develop the topic fully with relevant details, concepts, examples, and information about a variety of texts, topics, or events.
6.3.4. Integrate graphics or multimedia when useful about a variety of texts, topics, or events.

ELP 4. Construct level-appropriate oral and written claims and support them with reasoning and evidence. *[Productive]*

6.4.1. Construct a substantive claim about a variety of topics.
6.4.2. Introduce the claim.
6.4.3. Distinguish the claim from a counter-claim.
6.4.4. Provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim.
6.4.5. Provide a conclusion that summarizes the argument presented.

ELP 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. *[Interactive]*

6.5.1. Carry out both short and more sustained research projects to answer a question or solve a problem.
6.5.2. Gather information from multiple print and digital sources.
6.5.3. Evaluate the reliability of each source.
6.5.4. Use advanced search terms effectively.
6.5.5. Synthesize information from multiple print and digital sources.
6.5.6. Analyze and integrate information into clearly organized spoken and written texts.
6.5.7. Include illustrations, diagrams, or other graphics as appropriate.
6.5.8. Cite sources appropriately.

ELP 6. Analyze and critique the arguments of others orally and in writing. *[Receptive]*

6.6.1. Analyze and evaluate the reasoning in persuasive spoken and written texts.
6.6.2. Determine whether the evidence is sufficient to support the claim.
6.6.3. Cite specific textual evidence to thoroughly support the analysis.

ELP 7. Adapt language choices to purpose, task, and audience when speaking and writing. *[Productive]*

6.7.1. Adapt language choices and style according to purpose, task, and audience, with ease in various social and academic contexts.

6.7.2. Use a wide variety of complex general academic and content-specific words and phrases.

6.7.3. Employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

ELP 8. Determine the meaning of words and phrases in oral presentations and literary and informational text. *[Receptive]*

6.8.1. 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 using context, questioning, and consistent knowledge of English morphology.

ELP 9. Create clear and coherent level-appropriate speech and text. *[Productive]*

6.9.1. Recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order.

6.9.2. Introduce and effectively develop an informational topic with facts, details, and evidence.

6.9.3. Use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

6.9.4. Provide a concluding section or statement.

ELP 10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *[Productive]*

6.10.1. Use complex phrases and clauses.

6.10.2. Produce and expand simple, compound, and complex sentences.

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Appendix

Supports and Scaffolding Recommendations by Level

The following table provides examples of supports and scaffolding by NRS levels in three categories: 1) Teacher Language and Teacher-Student Exchanges, 2) Materials and Activities, and 3) Student Groupings. These are meant only as examples. Based on classroom composition, specific supports and scaffolding may look different.

	NRS Levels 1-3	NRS Levels 4-5	NRS Level 6
Teacher Language and Teacher-Student Exchanges	• Give wait time • Use contextualized language about concrete topics • Repeat, paraphrase, model, and gesture • Use think alouds to model processes and language • Give one-step directions • Use native language as appropriate • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness	• Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness	• Model complex grammatical language about both concrete and abstract topics
Materials and Activities	• Build background • Use visuals • Use total physical response (TPR) • Use graphic organizers • Use illustrations and photos to show student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide sentence starters and frames • Draw and label or write words/short sentences • Complete vocabulary log with images	• Build background • Use visuals • Use TPR • Use graphic organizers • Use acting or role play to demonstrate student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames	• Build background • Use visuals • Use graphic organizers • Purposefully teach vocabulary • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics
Student Groupings	• Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds)	• Partner work (with additional scaffolds) • Small groups (with additional scaffolds)	• Partner work • Small groups

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