

Level 4 Standards

These are the ELP Standards exactly as given in the “English Language Proficiency Standards for Adult Education” broken apart for Level 4 English Language Learners (ELLs).

ELP Standard 1:

An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 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 Standard 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. 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 Standard 3:

An ELL can speak and write about level-appropriate complex literary and informational texts and topics. 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 Standard 4:

An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence. 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 Standard 5:

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. 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 Standard 6:

An ELL can analyze and critique the arguments of others orally and in writing. 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 Standard 7:

An ELL can adapt language choices to purpose, task, and audience when speaking and writing. 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 content-specific words and phrases
- adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

ELP Standard 8:

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. 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 Standard 9:

An ELL can create clear and coherent level-appropriate speech and text. 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 Standard 10:

An ELL can demonstrate command of the conventions of Standard English to communicate in level-appropriate speech and writing. An ELL can,

- use increasingly complex phrases
- use increasingly complex clauses
- produce and expand simple, compound, and complex sentences.

	Follow specific written directions/instructions to perform an activity.					
	Take detailed messages (e.g., phone messages).					
	Take simple notes from authentic discourse.					
	Comprehend extended social narratives (e.g., a description of a vacation).					
	Recognize fillers and place holders in speech (e.g., <i>um, you know, like</i>)					

Standard 3: An ELL can speak and write about level-appropriate complex literary and informational texts and topics.

Mastered?	Skill	Dates taught				
	Interpret information in an authentic paragraph or text to answer questions.					
	Recognize signal words and cohesive devices that give clues to organization and content of message (e.g., <i>first, then, however, that being said, etc.</i>)					

Standard 4: An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

Mastered?	Skill	Dates taught				
	Express satisfaction/dissatisfaction and agreement/disagreement with reasons for choices.					
	Express opinions and provide factual information.					

Standard 7: An ELL can adapt language choices to purpose, task, and audience when speaking and writing.						
Mastered?	Skill	Dates taught				
	Understand complex sentence structure.					
	Recognize/respond to some common idioms.					
Standard 8: An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.						
Mastered?	Skill	Dates taught				
	Determine meaning of new vocabulary using context clues and decoding skills.					
	Recognize reduced forms of words and phrases (e.g., gonna, gimme; did you vs. didja)					
	Recognize the location of stress in multi-syllable word (e.g., <i>My address is 233 2nd Street.</i> vs. <i>Please address this envelope.</i>)					
	Recognize moods, emotions, and attitudes conveyed by pronunciation and stress patterns.					
	Comprehend homonyms in context (e.g., <i>There's a <u>hole</u> in my bag. / Get a <u>whole</u> bag.</i>)					
	Comprehend words changed by prefixes, suffixes, etc. (e.g. <i>happy/unhappy; govern/government</i>)					
Standard 9: An ELL can create clear and coherent level-appropriate speech and text.						
Mastered?	Skill	Dates taught				
	Compete authentic forms (e.g. job applications, insurance documents, medical history forms, etc.)					

	Limited use of complex modals (ought to, had better, would rather)					
	Use of tag questions (<i>It's nice out, isn't it?</i>).					
	Use of present real, present unreal, and past unreal conditionals.					
	Use of simple adverbial clauses (before/after, if/then, because/since)					
	Use of passive voice					
	Use of reflexive pronouns (myself, himself, etc.)					
	Use of common phrasal verbs and idioms (e.g., get ___, put ___, take ___)					
	Correctly use commonly confused verbs (e.g., do/make, say/tell, bring/take, learn/teach, go/come, etc.)					
	Correctly capitalize elements in a letter (i.e. Address, salutation, and closing)					
	Use a dictionary or spell checker to check and correct spelling.					