

Grades 2-3 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: <ul style="list-style-type: none">• identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: <ul style="list-style-type: none">• identify some key words and phrases• identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: <ul style="list-style-type: none">• identify the main topic or message• answer questions• retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: <ul style="list-style-type: none">• determine the main idea or message• identify or answer questions about some key details that support the main idea/message• retell a variety of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: <ul style="list-style-type: none">• determine the main idea or message• tell how key details support the main idea• retell a variety of stories from read-alouds, written texts, and oral communications
2-3.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, <ul style="list-style-type: none">• actively listen to others• occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• respond verbally and nonverbally to yes/no and some wh- questions about familiar topics	with prompting and supports, <ul style="list-style-type: none">• actively listen to others• participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• take turns• respond to yes/no and wh- questions about familiar topics	with guidance and supports, <ul style="list-style-type: none">• participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• follow the rules for discussion• ask questions to gain information or clarify understanding• respond to the comments of others• contribute his or her own comments about familiar topics and texts	<ul style="list-style-type: none">• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• follow the rules for discussion• ask and answer questions to gain information or clarify understanding• build on the ideas of others• contribute his or her own ideas about a variety of topics and texts	<ul style="list-style-type: none">• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words• follow the rules for discussion• ask and answer questions to gain information or clarify understanding• build on the ideas of others• express his or her own ideas about a variety of topics and texts

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2-3.3	An EL can . . .	with prompting and supports,	with prompting and supports,	with guidance and supports,	including key details,	including relevant general and specific details,
	<p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, events, or objects in the environment</p>	<ul style="list-style-type: none"> deliver basic oral presentations compose short written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives with drawings or illustrations compose informational texts with drawings and illustrations use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts use illustrations, when useful use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts use illustrations, when useful use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>
2-3.4	An EL can . . .	with prompting and supports,	with prompting and supports,	with guidance and supports,	• introduce a topic	• introduce a topic
	<p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to <p>about familiar topics or experiences</p>	<ul style="list-style-type: none"> express an opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar topics, experiences, or events</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about familiar texts, experiences, or events</p>	<ul style="list-style-type: none"> express opinions give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts topics, experiences, and events</p>	<ul style="list-style-type: none"> express opinions create an organizational structure give several reasons for the opinions provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words <p>about a variety of texts, topics, experiences, or events</p>

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2-3.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question gather information from provided sources label information 	with prompting and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources label information record some information/observations in simple notes 	with guidance and supports, <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources label and sort information into provided categories record information/ observations in orderly notes. present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources sort evidence into provided categories. record information/ observations in orderly notes. present findings to a small or large group in an oral or written text using drawings or illustrations, when useful 	<ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources sort evidence into categories. record key information/ observations in orderly notes. present findings to a small or large group in an oral or written text using drawings or illustrations, when useful
2-3.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes 	with prompting and supports, <ul style="list-style-type: none"> identify the main point of an author or speaker identify a reason an author or a speaker gives to support the main point 	with guidance and supports, <ul style="list-style-type: none"> identify the main point of an author or speaker tell how one or two reasons support the main point an author or a speaker makes 	<ul style="list-style-type: none"> identify the main point of an author or speaker tell how one or two reasons support the specific points an author or a speaker makes 	<ul style="list-style-type: none"> identify the main point of an author or speaker describe how reasons support the specific points an author or a speaker makes
2-3.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, <ul style="list-style-type: none"> repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to 	with prompting and supports, <ul style="list-style-type: none"> recognize and use some words learned through conversations, reading, and being read to recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom 	with guidance and supports, <ul style="list-style-type: none"> demonstrate awareness of differences between social language and language appropriate to the classroom (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and social contexts (at Grade 3), use general academic and content-specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and social contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts

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2-3.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>relying on visual aids, context, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, visual aids, and knowledge of morphology in the native language,</p> <ul style="list-style-type: none"> ask and answer simple questions about the meaning of frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) determine the meaning of some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes and suffixes),</p> <ul style="list-style-type: none"> determine the meaning of words, phrases, and idiomatic expressions (at Grade 3) determine the meaning of some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events</p>
2-3.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to 	<p>with prompting and supports,</p> <ul style="list-style-type: none"> communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) 	<p>with guidance and supports,</p> <ul style="list-style-type: none"> present information about a topic retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events 	<ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events provide some sense of closure 	<ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic

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2-3.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple yes/no questions about familiar topics 	with prompting and supports, <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) and frequently occurring irregular plural nouns (e.g. <i>children</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts about familiar topics 	with guidance and supports, <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions (at Grade 3) use comparative and superlative adjectives and adverbs produce and expand simple, compound, and (at Grade 3) a few complex sentences 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) and reflexive pronouns use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs (at Grade 3) use comparative and superlative adjectives and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences