



# TEXAS ADULT EDUCATION & LITERACY CONTENT STANDARDS



# III. English as a Second Language Content Standards and Benchmarks

## English as a Second Language as a Way of Knowing

As stated by WIOA (sec. 203, 2014), the goal of English as a Second Language Programs in Adult Education is to help English language learners (ELLs) achieve competence in reading, writing, speaking, and comprehension of the English language with the purpose of attaining a secondary school diploma or its recognized equivalent, transition to postsecondary education, and training or employment. English language skills are essential to successful participation in the work place, training programs, and postsecondary education.

Language fluency and language competence are crucial for continued education, training, and employment. Additionally, language fluency may empower parents to be full partners in the educational development of their children. Furthermore, ELLs should acquire knowledge on topics related to the cultural norms for social interaction in the United States, which will equip them to navigate the culture and participate in the different aspects of their lives.

In addition, ELLs at all levels (levels 1 to 6) are expected to integrate language skills when communicating in English. When we use language to communicate, we typically do not just use one skill at a time; we use two or more language skills to be effective communicators and to make and interpret meaning.

English as a Second Language is defined as a content area in this context. It focuses on assisting students with the acquisition of English language skills simultaneously with acquisition of vocabulary, grammar, and U.S. culture. Within each Content Area, there are Subareas that further delineate the Content Area. Each of these has multiple Content Standards with supporting Benchmarks. The structure of the ESL Content Standards and Benchmarks is different than the other Content Standards and Benchmarks presented in this document. Content Standards are broken down into different levels; higher levels become extensions of previous learning. This structure further emphasizes the importance of

recognizing that language acquisition is a complex cyclical process. Even though there is a natural progression to acquire a language, adult learners tend to go back and forth with language acquisition stages, experimenting with language structures and vocabulary until they feel confident utilizing them for communication. In addition, grammar, vocabulary, and culture should be present in all learning activities as learners work to develop the four language skills—listening, speaking, reading, and writing. These are aspects that should be taught simultaneously and at a level of complexity that matches the student's proficiency level. The learner should feel challenged and motivated to learn but not feel frustrated or overwhelmed.

## Understanding and Using These Standards

The Standards Working Group, the English as a Second Language content expert, and the project staff reviewed research on the English as a Second Language skills that Adult Education students need in order to successfully participate in everyday life activities, postsecondary education, training programs, and the workplace. Although the list of informing documents is extensive, many of them should be well known to those who work with English language learners. Included in the review are

- the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines for English;
- English Language Proficiency Standards for Adult Education;
- English Language Proficiency Assessment for the 21st Century (ELPA21) Standards;
- California English as a Second Language Model Standards for Adult Education Programs;
- Canadian Language Benchmarks: English as a Second Language for Adults;
- the Common European Framework of Reference for Languages (CEFR),
- Council of Chief State School Officers (CCSSO) English Language Proficiency (ELP) Standards;
- Teachers of English to Speakers of Other Languages (TESOL) English Language Proficiency Standards Framework;

- the World-Class Instructional Design and Assessment (WIDA) Standards Framework and Theoretical Foundations;
- Texas Adult Education Content Standards; and
- the Comprehensive Adult Student Assessment Systems (CASAS).

The TCCRS do not directly address ESL. However, the TEKS for English for Speakers of Other Languages (ESOL) and the English Language Proficiency Standards (ELPS), as well as many additional resources related to ELA produced by the Texas Education Agency (TEA), do address ESL. In addition, federal standards for ESL are currently being developed; when available to the public, these should be reviewed prior to subsequent revisions and updates to the Content Standards for English as a Second Language.

In October 2016, the American Institutes of Research (AIR) released a report entitled English Language Proficiency Standards for Adult Education, commissioned by the U.S. Department of Education. This report was specifically intended to support the development of academic content standards for adult education and, specifically, ELLs who are preparing for careers and/or postsecondary education. It will inform the NRS descriptors for ESL that are currently being developed

and will, no doubt, substantially drive ESL providers to offer more rigorous academic content in their programs. The ELP Content Standards for Adult Education are summarized in Appendix B of this document.

The ESL SWG examined the ELP Standards for Adult Education to determine if the ELP Standards aligned with ESL Content Standards in this document. As a result, a few additional revisions were incorporated into the ESL Content Standards. The ESL Content Standards presented here provide descriptions of what individuals can do with language in terms of the language skills of listening, speaking, reading, and writing for personal and career purposes. For each standard, these guidelines identify six major levels of proficiency that correspond to the six NRS levels. These are student performance levels (SPLs) and describe the student's language ability upon exit of each level. SPL descriptors are useful in helping students set goals and helping teachers plan instruction.

## Subarea

### Content Standard

#### Benchmarks

## Subarea III.1 – Listening Skills

**English Language Learners (ELLs) become increasingly able to comprehend what they hear, to retrieve information, and to make inferences and connections. The ELLs listen to speakers in a variety of contexts with a variety of English accents.**

- A. Distinguish sounds and intonation patterns of English with increasing ease.
- B. Demonstrate understanding when listening to spoken language in different situations and spoken with a variety of regional accents.
- C. Listen to, follow, and give directions and/or instructions.
- D. Listen to and participate in a variety of settings (e.g., academic, work, and social) and situations (e.g., conversation, teamwork, meetings, presentation, and interviews).
- E. Participate in and comprehend conversations face-to-face or via electronic media.
- F. Comprehend questions in order to engage in conversation.
- G. Use comprehension strategies such as indicating misunderstanding, repeating and rephrasing, or asking for help as appropriate for the communication context.
- H. Exhibit knowledge and appropriate interpretation of cultural conventions in conversation, such as the use of titles, eye contact, registers, and expected responses (schemata).

**Level I: Beginning Language Ability. These ELLs are true beginners and can obtain limited meaning from spoken communication. They demonstrate their understanding by using limited responses (e.g., responding with an action such as pointing, drawing, and marking an answer).**

- 1. Respond to spoken commands and show understanding (e.g., nodding and using body language, drawing, and pointing) after listening to brief messages.
- 2. Listen to spoken language and respond verbally after repeated listening.
- 3. Listen actively and interpret listening to spoken language utilizing visual props, gestures, and facial expressions to provide a response.
- 4. Actively listen and respond to conversations about familiar topics and situations (e.g., such as short phone message or simple dialogue between two people).
- 5. Interpret spoken communication expressed in a few words and in simple sentences.
- 6. Respond verbally to simple spoken communication in familiar contexts using words, phrases, and simple sentences.
- 7. Respond with an action (e.g., raise your hand, sit, walk, stop, put pencil down, or look and listen) to basic spoken commands.
- 8. Respond verbally to yes/no questions, either/or questions, and other types of questions which require simple answers.
- 9. Use simple language formulas to ask for clarification (e.g., “Repeat please!” “Say that again?” “What do you mean?” “I don’t understand,” “Please repeat,” “Do you agree?”).

**Level 2: Low Beginning Language Ability.** These ELLs respond to questions that require one or two-word answers, can participate in interactions in familiar contexts, and are able to ask the speaker for repetition.

1. Use verbal communication to respond to moderately complex phrases, interactions, and questions in familiar contexts.
2. Follow orally-presented directions to accomplish a multi-step task.
3. Identify high-frequency words that occur in English texts (e.g., he, she, you, I, ask, is, but, the, have, good).
4. Listen actively, use context and familiar terms, and identify the main topic of a conversation in familiar situations.

**Level 3: High Beginning Language Ability.** These ELLs understand the central idea within spoken conversation or oral presentation, but may require context clues, restatement, or paraphrasing of ideas to fully comprehend the spoken message.

1. Comprehend messages while engaged in face-to-face conversations such as simple social exchanges.
2. Comprehend messages in routine listening tasks (e.g., phone interactions, brief messages, announcements over the loud speaker in a store, and simple directions).
3. Identify and begin to understand highly contextualized words and phrases, including aural cognates (words in two languages that share a similar meaning, spelling, and pronunciation) and borrowed words (words from other languages).
4. Listen and respond to spoken language that conveys basic information and contains high-frequency vocabulary.
5. After listening to spoken language (several times), identify more than one phrase and provide an answer to a question or repeat what was heard.

**Level 4: Low Intermediate Language Ability.** These ELLs apply increasingly complex listening strategies to comprehend conversations that include new vocabulary. Thus, they are able to participate in information gap listening activities.

1. Actively listen, determine new meanings of new vocabulary, and interpret complex spoken communication.
2. Listen to, identify main facts and supporting details, and comprehend messages from mass media communication (e.g., radio, movies, and TV) and other spoken communication.
3. Actively listen and comprehend information and provide a response to a question that requires making inferences from spoken language.
4. Recognize abbreviated phrases, including informal language, slang, and idioms, when listening to a conversation (e.g., Want some?, Like it?, Heard that?).

**Level 5: High Intermediate Language Ability.** These ELLs are able to identify main ideas and supportive information and recognize the speaker's hidden messages.

1. Comprehend spoken language that deals with unfamiliar topics or situations.
2. Identify and retell the main facts and supportive details from an oral presentation.
3. Comprehend extended social interactions (e.g., a person telling an anecdote, or, discussing a social topic).
4. Recognize and respond to routine spoken messages, instructions, or questions (e.g., "Next customer, please!").
5. Identify and respond to descriptions (of people and places), narratives (of past, present, and future events), and argumentative speech, as well as complex factual products of spoken language.
6. Comprehend facts presented in spoken discourse and recognize speaker-intended inferences.
7. Take notes during a workshop, lecture, or oral presentation to capture main ideas and supporting details.

8. Use background knowledge and contextual clues to participate in conversations.
9. Can participate in conversations over the telephone or other telecommunication devices.

**Level 6: Advanced Language Ability. These ELLs comprehend abstract topics, hidden messages, and conversations that include new vocabulary and new topics. Their vocabulary knowledge is extensive.**

1. Listen actively to comprehend and respond to increasingly complex spoken language in a variety of contexts (e.g., news broadcasts, political speeches, and mass media).
2. Identify main ideas and supporting details in spoken language on specialized topics (e.g., news broadcasts or spoken instructions).
3. Comprehend spoken language that uses specialized or technical vocabulary and complex grammatical structures (e.g., multiple verbal tenses, idioms) and that contains cultural references (e.g., TV news, a presidential speech, or a product of pop culture).
4. When listening to spoken language, summarize and take notes.
5. Make inferences about spoken language, evaluating the accuracy and relevance of what is presented.
6. Participate actively in and comprehend conversations in unfamiliar settings (e.g., one's child's school, medical offices, government agencies, and unfamiliar worksites).



## Subarea III.2 – Speaking Skills

**The ELLs are able to speak in a variety of situations and settings using increasingly challenging vocabulary and language complexity with increasing fluency and accuracy.**

- A. Communicate needs verbally using increasingly complex words and phrases.
- B. Give directions to places and instructions for accomplishing specific tasks.
- C. Demonstrate an increasing range of English vocabulary appropriate for speaking in informal and formal settings.
- D. Produce spoken communications at each proficiency level that demonstrates increasing language complexity.
- E. Demonstrate appropriate speaking skills and strategies for persuading and discussing.
- F. Demonstrate appropriate speaking skills and strategies for seeking and relaying information.
- G. Demonstrate appropriate speaking skills and strategies for expressing feelings and emotions.
- H. Demonstrate appropriate speaking skills and strategies for collaborating and solving problems.
- I. Construct an oral argument presenting a particular point of view and providing evidence to refute an opposing point of view.

**Level 1: Beginning Language Ability. These ELLs are true beginners; their oral communication depends on gestures, their first language, visual aids, and a small number of English words.**

- 1. Demonstrate mastery of a basic English vocabulary.
- 2. Use individual words and phrases to communicate verbally (e.g., Look, Go, Stop).
- 3. Conduct conversations using simple/controlled dialogue lines or formulaic phrases (e.g., “My name is...”).
- 4. Within familiar situations ask simple questions and provide answers verbally using key words, phrases, and questions for clarification.
- 5. Speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts.
- 6. Gain increasing awareness of categorization of English vocabulary into different parts of speech such as nouns and verbs.

**Level 2: Low Beginning Language Ability. These ELLs can communicate using basic vocabulary and common English expressions to express themselves and engage in conversations.**

- 1. Gain increasing command of common expressions in simple dialogues and social exchanges (e.g., to express feelings or health, to describe weather, or to ask how others are doing).
- 2. Engage in brief, guided conversations with peers.
- 3. Use high frequency words to verbally describe things or people.
- 4. Convey brief messages (e.g., “I am sick,” or “Jose is absent”).
- 5. Gain increasing command of English vocabulary, selecting words that express ideas.

**Level 3: High Beginning Language Ability. These ELLs participate in brief original exchanges, including communicating immediate needs through simple conversation.**

- 1. Engage in simple dialogues with others.
- 2. Actively engage in natural communication exchanges in different settings (e.g., classroom, phone conversations and social media).
- 3. Conduct guided conversations using high frequency words, phrasal verbs, and idioms and following grammatical conventions of conversational English.
- 4. Provide detailed descriptions of places and people.

5. Clarify and elaborate on a message when asked by using different terms and providing descriptions or examples.
6. Expand vocabulary by gaining increasing command of technical and specialized terms.

**Level 4: Low Intermediate Language Ability. These ELLs can initiate and engage in simple conversations that include descriptions, personal opinions, and inferences on familiar topics.**

1. Engage in simple conversations (e.g., ask about personal information such as name, address, and phone number) using wh-questions.
2. Provide descriptions, arguments, and simple inferences when using spoken language.
3. Provide and defend an opinion to support a point of view on familiar topics or situations.
4. Carry on extensive conversations in a social narrative context (e.g., a description of family-related weekend activities).
5. Speak in ways that clearly communicate the topic, main ideas, and essential ideas.
6. Demonstrate some understanding of the differences between standard and non-standard spoken English vocabulary and grammar.

**Level 5: High Intermediate Language Ability. These ELLs comprehend and participate in extended conversation and other verbal exchanges that go beyond personal needs and familiar topics.**

1. Comprehend and participate in complex spoken communication.
2. Speak fluently about a variety of familiar topics in low-anxiety situations.
3. Verbally provide a personal opinion, logical argument, or examples about a given situation or topic to support one's responses in debates or conversations.
4. Use complex vocabulary to express opinions and defend a point of view.
5. Switch between standard and non-standard English as the situation warrants (e.g., use colloquial language when appropriate).
6. Convey the emotional content of a spoken message (e.g., anger, compliment, condolence, or sarcasm) through intonation, rhythm, and stress.
7. Become increasingly able to change grammatical style in formal and informal settings by adjusting language used for a particular purpose or in a particular social setting.
8. Gain increasing command of academic and work-related vocabulary.

**Level 6: Advanced Language Ability. These ELLs comprehend the main ideas of a speech and can deliver an oral presentation. They are able to converse effectively with fluent English speakers.**

1. Present ideas concisely, logically, and persuasively, using grammatically correct spoken language.
2. Give an extended discourse on a topic of special interest (e.g., lectures, speeches, and presentations).
3. Demonstrate expanded vocabulary knowledge by delivering a speech/presentation on a specific topic.
4. Converse fluently in English with peers and native speakers.
5. Participate in impromptu conversations on a given topic.
6. Orally convey humor, jokes, sarcasm, innuendo, irony, etc., as situations demand.
7. Orally respond to questions and comments by providing suggestions and alternative viewpoints.
8. Orally demonstrate mastery of broad and deep vocabulary appropriate for use in a variety of formal and informal settings.



## Subarea III.3 – Reading Skills

**The ELL reads a variety of texts at different levels of complexity for a variety of purposes with an increasing level of comprehension and fluency.**

- A. Implement a variety of reading comprehension strategies (e.g., predicting, inferring, comparing and contrasting) and know when they are appropriate to use.
- B. Identify the central ideas or hypothesis and supporting details.
- C. Read critically to analyze information and make connections to interpret authors' purpose and viewpoints.
- D. Read from a variety of genres for different purposes (e.g., to accomplish a personal or work related task, for academic work, or for pleasure).
- E. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the English language.
- F. Increase background knowledge, concepts, and skills by reading in diverse texts.
- G. Ability to interpret a variety of texts, including visual and quantitative.
- H. Use digital resources to locate evidence to answer a question, solve a problem, or support an argument.

**Level 1: Beginning Language Ability.** These ELLs are true beginners and can obtain very limited meaning from print written in English. As they build reading skills, it is important for them to draw on any literacy skills they possess in their first language(s) and on their emerging speaking and listening skills in English.

- 1. Read from left to right, top to bottom, and front to back.
- 2. Identify the letters of the English alphabet (upper and lower case).
- 3. Decode and comprehend phonetically regular vocabulary words and common sight words, in the environment, in isolation, on lists, or in short phrases or simple sentences.
- 4. Use basic reading strategies (e.g., word identification, think-alouds, underlining, cues, letter-sound associations, environmental print, word walls, and lists) to strengthen emerging reading skills.
- 5. Obtain basic meaning from simple printed and digital material (e.g., prices, dates, and times).

**Level 2: Low Beginning Language Ability.** These ELLs can interpret and respond to information presented in simple passages with familiar words and language structures. They can answer literal questions that require one or two words for an answer.

- 1. Decode phonetically regular and irregular words and using context to gain meaning from simple texts.
- 2. Read and understand the meaning of simple passages and print that contain familiar words and structures.
- 3. Respond to printed phrases, interactions, and questions in familiar contexts by relying on non-verbal communication.
- 4. Identify information in a text when asked to answer basic wh-questions (e.g., who, what, where, why, when, and how).
- 5. Answer literal comprehension questions that are asked verbally (e.g., in discussion) or in writing (e.g., in class assignment).
- 6. Use supporting illustrations to interpret text.
- 7. Interpret information in charts and tables (e.g., bus schedules).

**Level 3: High Beginning Language Ability.** These ELLs know how to use context and basic reading comprehension strategies to make sense of print. They can answer literal questions asking wh-questions (who, what, where, why, when, and how).

- 1. Interpret moderately complex reading passages.
- 2. Use context to determine the meaning of unfamiliar words when reading on familiar topics.

3. Apply appropriate reading strategies (e.g., preview, view, and review) as a tool to comprehend text.
4. Answer literal comprehension questions (e.g., true/false and multiple choice questions) to show understanding of text.
5. Identify information to answer wh-questions (e.g., who, what, where, why, when, and how).
6. Identify main and supporting details of an extended-paragraph or multi- paragraph text on a familiar topic.
7. Scan complex or extended texts (e.g., web pages, documents, narratives, work manuals, or procedures) to find specific information or general meaning.
8. Generate questions about what has been read.

**Level 4: Low Intermediate Language Ability.** These ELLs can read texts representing different genres to answer basic comprehension questions, identify main ideas and supporting details, and make simple inferences.

1. Identify elements of different reading genres and use text structure to help in comprehension.
2. Read and comprehend multi-paragraph texts on a variety of topics and in a variety of text types (e.g., newspaper and magazine articles, how-to materials, and literature).
3. Identify the intended audience and purpose for a variety of text types.
4. Make connections between related information across different sections of a text, from different texts, or presented on different platforms (e.g., print or electronic media).
5. Compare and contrast what has been read, considering factors such as presentation format (print or electronic media), point of view, accuracy, etc.
6. Interpret simple analogies, idioms, and other rhetorical devices when reading a text about familiar topics.
7. Accurately paraphrase and summarize information that has been read in print or in electronic media.
8. Use a variety of strategies (e.g., concept mapping, outlining, underlining, and annotating) to assist in comprehension.

**Level 5: High Intermediate Language Ability.** These ELLs can analyze information and make summaries. They are able to read critically and use high level reading comprehension strategies.

1. Interpret moderately complex written texts.
2. Apply reading strategies appropriate to comprehend increasingly complex literary and informational texts (e.g., print or digital presentation).
3. Analyze and summarize information to strengthen reading comprehension.
4. Read critically and identify information in text that will support one's opinions about and interpretations of the text.
5. Interpret the meaning in context of increasingly complex figures of speech and rhetorical devices.
6. Use reference tools to support reading comprehension (e.g., book, manual, computer application help features, or Internet-based reference tools).
7. Determine the sequence of events in a complex narrative and understand techniques that show sequence (e.g., foreshadowing).
8. Identify, interpret and evaluate the role and impact of ambiguity, bias subtleties, contradictions, irony, and incongruities in a text.

**Level 6: Advanced Language Ability.** These ELLs can read increasingly complex text and use advanced reading strategies for comprehension.

1. Use advanced reading strategies (e.g., inference, making predictions, identifying an author's assumptions and biases, and evaluating the credibility and adequacy of evidence presented).
2. Evaluate print and digital texts using criteria to determine aesthetic value, reliability, and credibility.

3. Read, comprehend, and use increasingly complex print and digital texts for a variety of purposes, about a variety of topics, and in a variety of settings (e.g., to be informed, expand knowledge and skills, or conduct research).
4. Identify and evaluate an author's purpose and arguments and refer to the text to support, defend, or clarify one's interpretations.
5. Identify, analyze, and evaluate an author's implicit and explicit assumptions and beliefs about a topic, time, or theme.
6. Document one's reading by recording citations, taking notes, developing graphics, and writing summaries or abstracts, etc.
7. Paraphrase accurately and summarize information from texts in print or in electronic media.

## Subarea III.4 – Writing Skills

**The ELL writes in a variety of forms with increasing ease, accuracy, and complexity to effectively address specific purposes and audiences.**

- A. Fill out a variety of forms, applications, and contracts for everyday life and work purposes by hand or electronically.
- B. Write for a variety of purposes (e.g., reminder lists, notes, email, academic papers and reports, letters or other documents to persuade, complain, or express opinions).
- C. Write across a variety of genres (e.g., description, argumentation, fiction, persuasive and workplace).
- D. Write using appropriate format and structure for different purposes (e.g., outlines, memos, letters, reports, procedural lists, work-related documents).
- E. Use a multi-step process to compose, revise, and edit a variety of texts.
- F. Write with logic, organization, and accuracy.
- G. Consider context, audience, and purpose (e.g., reader's perspective, cultural influence, social norms, etc.) when writing.
- H. Acquire vocabulary and grammar knowledge progressively according to student proficiency to build strong mastery of the written English language.
- I. Integrate graphics or multimedia to support written compositions or oral presentations.

**Level 1: Beginning Language Ability.** These ELLs are true beginners and can write isolated words, individual short sentences, and phrases. If their first language used a different orthography, they are in the process of acquiring the Roman alphabet and its organizing conventions. They can also copy familiar words from a source.

- 1. Write from left to right, top to bottom, and front to back.
- 2. Write the letters of the English alphabet (upper and lower case).
- 3. Write words and simple phrases and sentences.
- 4. Write simple lists of words for specific purposes (e.g., a list of ingredients or a shopping list).
- 5. Copy/transcribe familiar words from a variety of sources.
- 6. Use capitalization and punctuation to mark the beginning and end of sentences.

**Level 2: Low Beginning Language Ability.** These ELLs can write basic phrases and sentences.

- 1. Use pronoun referents correctly across a statement or passage (e.g., "Maria travels with her dog.").
- 2. Write using high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, learned, or highly familiar material.
- 3. Compose simple paragraphs that include a main idea.
- 4. Write a simple narrative that includes a clear sequence of events.
- 5. Use basic grammatical agreement and structures with the present tense of regular and irregular verbs.
- 6. Complete everyday functional forms and applications (e.g., job applications, banking forms, rental agreements, and other contracts).
- 7. Demonstrate expanded vocabulary knowledge, identify different registers for writing and speaking (e.g., the need to adjust the level of formality with which they write and speak).

**Level 3: High Beginning Language Ability.** These ELLs can write messages, simple descriptions and brief narratives about familiar topics.

- 1. Use comparative forms of adjectives and adverbs.
- 2. Write a simple description or narrative using familiar words and phrases.
- 3. Write a complete paragraph about a familiar topic.

4. Demonstrate mastery of conventions of personal correspondence, including different conventions for email or print formats (e.g., addressing an envelope or writing subject lines in an email).
5. Expand vocabulary knowledge and use formal and academic registers (e.g., the need to adjust the level of formality with which they write and speak).

**Level 4: Low Intermediate Language Ability. These ELLs can write with an audience in mind and for personal and work-related communication.**

1. Write compositions that show consideration of audience and purpose (e.g., work related versus personal correspondence).
2. Write short compositions that show understanding of different genres.
3. Use transition words and phrases appropriately and with correct punctuation (e.g., however, next, then, and after).
4. Understand vocabulary knowledge and show understanding of how idioms, figures of speech, juxtaposed words, and comparisons enrich one's writing.
5. Use words that are appropriate for informal (colloquial or slang) written discourse or formal written discourse.
6. Engage in all steps of the writing process (e.g., drafting, editing, and publishing) to create a range of short compositions.
7. Write supporting points or details for a statement, position, or argument on a familiar topic.
8. Recognize word families (e.g., verbs and nouns, adjectives and adverbs, etc.) to develop vocabulary in writing.

**Level 5: High Intermediate Language Ability. These ELLs can write about previously discussed topics, use complex transition words, and follow the basic steps of the writing process.**

1. Write multi-paragraph compositions that are argumentative or opinion-based and that concern a variety of topics.
2. Write multi-paragraph descriptive and narrative compositions that concern a variety of topics.
3. Use transition words and phrases (e.g., therefore, nevertheless, and in addition) to make writing more complex.
4. Understand of the writing process (e.g., drafting, editing, and publishing) to create longer compositions, whether in print or digital formats.
5. Use a wide range of vocabulary including synonyms, antonyms, precise terminology, and phrasal verbs on a variety of topics.
6. Write increasingly sophisticated multi-paragraph compositions that present information and ideas concisely, logically, and persuasively.

**Level 6: Advanced Language Ability. These ELLs can write multi-paragraph compositions with fluency, logic and organization and with an audience in mind, for a variety of purposes (e.g., personal needs, academic assignments, work-related needs, and for civic participation).**

1. Write commentaries that summarize and then analyze and evaluate a specific topic.
2. Write outlines and analytic summaries prior to writing a research report.
3. Edit writing to conform to conventions of Standard English, including voice, tense, structure, and grammar, using print and digital aids as needed.
4. Write with increasing fluency and sophistication for different audiences and purposes (e.g., workplace, classroom, and daily life needs).
5. Demonstrate a range of different styles of writing for different purposes.
6. Apply strategies used to influence or entertain audiences (e.g., ethos, pathos, and logos; and humor).

7. Explain and extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.
8. Write increasingly complex texts (e.g., newspaper and magazine articles, technical materials, and research reports).
9. Select from a full range of vocabulary choices to express one's ideas in rich, precise, and flowing language through the use of print or digital reference guides.