

Student-Friendly Middle School Illinois Learning Standards

English Language Proficiency (ELP) “Can-Do” Descriptors 6-8

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ELP Level 4—Expanding

Listening	<ul style="list-style-type: none"><li>• Identify main ideas and details of spoken conversation.</li><li>• Complete content-related tasks or assignments based on spoken conversation.</li><li>• Apply learning strategies to new situations.</li><li>• Role-play, dramatize, or re-enact scenarios from verbal reading.</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Paraphrase and summarize ideas presented verbally.</li><li>• Defend a point of view.</li><li>• Explain and compare content-based concepts (ideas).</li><li>• Connect ideas with supporting details (evidence).</li><li>• Substantiate (anchor) opinions with reasons and evidence.</li></ul>

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ELP Level 4—Expanding, continued

Reading	<ul style="list-style-type: none"><li>• Order paragraphs. (Put them in sequence.)</li><li>• Identify summaries of passages.</li><li>• Identify figurative language (i.e., dark as night.)</li><li>• Interpret adapted classics or modified text.</li><li>• Match cause to effect.</li><li>• Identify specific language of different genres and informational texts.</li><li>• Use an array of strategies (e.g., skim and scan for information.)</li></ul>
Writing	<ul style="list-style-type: none"><li>• Create multiple paragraph essays.</li><li>• Justify ideas.</li><li>• Produce content-related reports.</li><li>• Use details and examples to support ideas.</li><li>• Use transition words to create cohesive passages.</li><li>• Compose an introduction, body, and conclusions in written work.</li><li>• Paraphrase or summarize text.</li><li>• Take notes (e.g., for research).</li></ul>

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#### ELP Level 3—Developing

Listening	<ul style="list-style-type: none"><li>• Categorize content-based examples from verbal directions.</li><li>• Match main ideas of familiar text read out loud to visuals.</li><li>• Use learning strategies described verbally.</li><li>• Identify everyday examples of content-based concepts described verbally.</li><li>• Associate verbal language with different time frames (e.g., past, present, and future.)</li></ul>
Speaking	<ul style="list-style-type: none"><li>• Begin to express time through multiple tenses (verb forms).</li><li>• Retell and rephrase ideas from speech.</li><li>• Give brief (short), verbal, content-based presentations.</li><li>• State opinions.</li><li>• Connect ideas in conversation using transitions (e.g., “but,” “then.”)</li><li>• Use different registers (forms of speaking—formal and informal) inside and outside of class.</li><li>• State big (main) ideas with some supporting details.</li><li>• Ask for clarification (e.g., self-monitor.)</li></ul>

ELP Level 3—Developing, continued

Reading	<ul style="list-style-type: none"><li>• Identify topic sentences, main ideas, and details in paragraphs.</li><li>• Identify multiple meanings of words in context (e.g., "cell," "table.")</li><li>• Use context clues.</li><li>• Make predictions based on illustrated text.</li><li>• Identify frequently used affixes and root words to make and extract meaning (e.g., "un-," "re-," "-ed.")</li><li>• Differentiate (know the difference between) fact and opinion.</li><li>• Answer questions about explicit (clearly stated) information in texts.</li><li>• Use English dictionaries and glossaries.</li></ul>
Writing	<ul style="list-style-type: none"><li>• Produce short paragraphs with main ideas and some details (e.g., column notes.)</li><li>• Create compound sentences (e.g., with conjunctions ["but," "and"].)</li><li>• Explain steps in problem-solving.</li><li>• Compare and contrast information, events, and characters.</li><li>• Give opinions, preferences, and reactions along with reasons.</li></ul>