

CASAS Reading STEPS Blueprints Crosswalk

Level A

Content Area: High-frequency Vocabulary (Pictures)

Content Standard(s)	ELP Standard(s)
Photos Symbols	8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), 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.

Content Area: High-frequency Vocabulary (Texts)

Content Standard(s)	ELP Standard(s)
Words on forms Abbreviations	8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), 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.

Content Area: Numbers

Content Standard(s)	ELP Standard(s)
Time Number words Money and prices Number formatting	8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), 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.

Content Area: Details

Content Standard(s)	ELP Standard(s)
Retell key details	1, Level 1: By the end of ELP Level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts.

Level B

Content Area: Vocabulary

Content Standard(s)	ELP Standard(s)
Understand high-frequency words	<p>8, Level 1: By the end of ELP Level 1, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s), 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.</p> <p>8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.</p>

Content Area: Details

Content Standard(s)	ELP Standard(s)
Retell key details	1, Level 1: By the end of ELP Level 1, an ELL can use a very limited set of strategies to identify a few key words and phrases in oral communications and simple spoken and written texts. 1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to retell a few key details.

Content Area: Main Idea

Content Standard(s)	ELP Standard(s)
Identify the main topic Identify an author's purpose	1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to identify the main topic in oral presentations and simple spoken and written texts.

Level C

Content Area: Vocabulary

Content Standard(s)	ELP Standard(s)
Understand high-frequency words	8, Level 2: By the end of ELP Level 2, an ELL can, using context, questioning, and knowledge of morphology in their native language(s), determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.
Understand academic vocabulary	8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, 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.

Content Area: Details

Content Standard(s)	ELP Standard(s)
Retell key details	<p>1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to retell a few key details.</p> <p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none">- retell key details.- answer questions about key details.

Content Area: Main Idea

Content Standard(s)	ELP Standard(s)
Identify the main topic	1, Level 2: By the end of ELP Level 2, an ELL can use an emerging set of strategies to identify the main topic in oral presentations and simple spoken and written texts.
Identify an author's purpose	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to determine a central idea or theme in oral presentations and spoken and written texts.

Content Area: Inference

Content Standard(s)	ELP Standard(s)
Infer/Draw conclusions	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to... <ul style="list-style-type: none">- explain how the theme is developed by specific details in texts.- summarize part of a text.

Level D

Content Area: Vocabulary

Content Standard(s)	ELP Standard(s)
Understand academic vocabulary	8, Level 3: By the end of ELP Level 3, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology, 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.
Understand words with multiple meanings	8, Level 4: By the end of ELP Level 4, 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.

Content Area: Details

Content Standard(s)	ELP Standard(s)
Retell key details Locate/Compare details	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to... <ul style="list-style-type: none"> - retell key details. - answer questions about key details.

Content Area: Main Idea

Content Standard(s)	ELP Standard(s)
Identify the main topic	1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to determine a central idea or theme in oral presentations and spoken and written texts.
Identify an author's purpose	1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to determine a central idea or theme in oral presentations and spoken and written texts.
Identify an author's point of view	6, Level 3: By the end of ELP Level 3, an ELL can, with support... <ul style="list-style-type: none">- explain the reasons an author or a speaker gives to support a claim.- identify one or two reasons an author or a speaker gives to support the main point.

Content Area: Inference

Content Standard(s)	ELP Standard(s)
Infer/Draw conclusions	<p>1, Level 3: By the end of ELP Level 3, an ELL can use a developing set of strategies to...</p> <ul style="list-style-type: none">- explain how the theme is developed by specific details in texts.- summarize part of a text. <p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to...</p> <ul style="list-style-type: none">- analyze the development of the themes/ideas.- cite specific details and evidence from texts to support the analysis.- summarize a text.

Level E

Content Area: Vocabulary

Content Standard(s)	ELP Standard(s)
Understand academic vocabulary Understand words with multiple meanings	<p>8, Level 4: By the end of ELP Level 4, 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.</p> <p>8, Level 5: By the end of ELP Level 5, an ELL can, using context, questioning and consistent knowledge of English morphology, 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.</p>

Content Area: Details

Content Standard(s)	ELP Standard(s)
Retell key details Locate/Compare details	1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to cite specific details and evidence from texts to support the analysis. 1, Level 5: By the end of ELP Level 5, an ELL can use a wide range of strategies to cite specific details and evidence from texts to support the analysis.

Content Area: Main Idea

Content Standard(s)	ELP Standard(s)
Identify the main topic Identify an author's purpose	1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to determine a central idea or theme in oral presentations and spoken and written texts. 1, Level 5: By the end of ELP Level 5, an ELL can use a wide range of strategies to determine a central idea or theme in oral presentations and spoken and written texts.

Content Area: Inference

Content Standard(s)	ELP Standard(s)
Infer/Draw conclusions	<p>1, Level 4: By the end of ELP Level 4, an ELL can use an increasing range of strategies to...</p> <ul style="list-style-type: none">- analyze the development of the themes/ideas.- cite specific details and evidence from texts to support the analysis.- summarize a text. <p>1, Level 5: By the end of ELP Level 5, an ELL can use a wide range of strategies to...</p> <ul style="list-style-type: none">- analyze the development of the themes/ideas.- cite specific details and evidence from texts to support the analysis.- summarize a text.

Content Area: Point of View and Supporting Evidence

Content Standard(s)	ELP Standard(s)
Identify an author's point of view	<p>6, Level 4: By the end of ELP Level 4, an ELL can...</p> <ul style="list-style-type: none">- analyze the reasoning in persuasive spoken and written texts.- determine whether the evidence is sufficient to support the claim. <p>6, Level 5: By the end of ELP Level 5, an ELL can use a wide range of strategies to...</p> <ul style="list-style-type: none">- analyze and evaluate the reasoning in persuasive spoken and written texts.- determine whether the evidence is sufficient to support the claim.
Identify supporting evidence	<p>6, Level 4: By the end of ELP Level 4, an ELL can cite textual evidence to support the analysis.</p> <p>6, Level 5: By the end of ELP Level 5, an ELL can cite specific textual evidence to thoroughly support the analysis.</p>