

ADOPTED JUNE 2015

Ohio

English Language Proficiency Standards

The Ohio Department of Education cannot control the content or take responsibility for pages maintained by external providers/organizations of any Web page referenced by this document. Information detailed on referenced websites are not endorsed or necessarily representative of the views of the Ohio Department of Education. A site may contain outdated material. While the Ohio Department of Education makes every reasonable effort to provide current and accurate information, no guarantee of any kind is made.

Introduction

¹ Grade-appropriate is defined by the English language arts, mathematics, and science standards for that grade.

The Council of Chief State School Officers has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency Standards. The English Language Proficiency Standards, developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12 highlight and amplify the critical language, knowledge about language, and skills using language that are in college- and career-ready standards and that are necessary for English language learners to be successful in schools.

The 10 standards highlight a set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) that are needed by English language learners as they develop competence in English language arts and literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five English language proficiency levels for each of the standards address the question, “What might an English language learner’s language use look like at each English language proficiency level as he or she progresses toward independent participation in grade-appropriate activities?”

HOW TO NAVIGATE THIS DOCUMENT

The English Language Proficiency Standards and supporting tools in this document are arranged in layers, with more detail added in each new layer. Use the hyperlinks in the bookmarks to the left of each page to navigate to the level of detail needed. The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document tool bar. The English Language Proficiency Standards with correspondences are labeled using the dot notation system (e.g., English Language Proficiency Kindergarten Standard 3 = ELP K.3.).

GUIDING PRINCIPLES

1. POTENTIAL

English language learners have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English language proficiency level, all English language learners need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though English language learners will produce language that includes features that distinguish them from their native English-speaking peers, “it is possible [for English language learners] to achieve the standards for college- and career-readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. FUNDS OF KNOWLEDGE

English language learners’ primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their “funds of knowledge” [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools’ and their communities’ valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to English language learners since “the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text” (National Standards in Foreign Language Education Project, 2006, p. 37).

3. DIVERSITY IN ENGLISH LANGUAGE LEARNER PROGRESS IN ACQUIRING ENGLISH LANGUAGE PROFICIENCY

A student’s ability to demonstrate proficiency at a particular English language proficiency level will depend on context, content-area focus, and developmental factors. Thus, a student’s designated English language

proficiency level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., “Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development, for example, “a student at Level 1” or “a student whose listening performance is at Level 1.” Progress in acquiring English may vary depending upon program type, age at which the student entered the program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these English Language Proficiency Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. English language learners do not need to wait until their English language proficiency is sufficiently developed to participate in content area instruction and assessment. “Research has shown that English language learners can develop literacy in English even as their oral proficiency in English develops” (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. SCAFFOLDING

English language learners at all levels of English language proficiency should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student’s ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

5. STUDENTS WITH LIMITED OR INTERRUPTED FORMAL EDUCATION

English language learners with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to “Reading Standards: Foundational Skills” in Ohio’s Learning Standards for English Language Arts for this purpose.

6. SPECIAL NEEDS

English language learners with disabilities can benefit from English language development services (and it is recommended that language development goals be part of their individualized education programs

[IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.

7. ACCESS SUPPORTS AND ACCOMMODATIONS

Based on their individual needs, all English language learners, including English language learners with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the English Language Proficiency Standards. When identifying the access supports and accommodations that should be considered for English language learners and English language learners with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider English language learner needs in relation to receptive and productive modalities. (See footnote in Table 2 for more information.)

8. MULTIMEDIA, TECHNOLOGY, AND NEW LITERACIES

New understandings around literacy (e.g., visual and digital literacies) have emerged around use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the English Language Proficiency Standards, should be integrated into the design of curriculum, instruction, and assessment for English language learners.

DESIGN FEATURES OF THE STANDARDS

The 10 English Language Proficiency Standards are designed for collaborative use by English as a second language (ESL)/English language development and content area teachers in both English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits English language learners' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ English language development teacher, while content development as that of the subject area teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. Content area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/ social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance. ESL/ English language development teachers must cultivate a deeper knowledge of the disciplinary language that English language learner students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ English language development teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ English language development and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

The levels 1-5 descriptors for each of the 10 English Language Proficiency Standards describe targets for English language learner performance by the end of each English language proficiency level at a particular point in time. However, students may demonstrate a range of abilities within each English language proficiency level. By describing the end of each English language proficiency level for each English Language Proficiency Standard, the levels 1-5 descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.

An English language learner at any given point along his or her trajectory of English learning may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular skill at a lower proficiency level but need review at the next higher proficiency level when presented with a new or more complex type of text. As a reminder, by definition, English language learner status is a temporary status. Thus, an English language proficiency level does not identify a student (e.g., "a Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

ORGANIZATION OF THE STANDARDS

For the purposes of clarity, the 10 English Language Proficiency Standards are organized according to a schema that represents each standard’s importance to English language learners’ participation in the practices called for by college- and career-ready English language art and literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

TABLE 1.

ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS IN RELATION TO PARTICIPATION IN CONTENT AREA PRACTICES	
1.	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2.	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3.	speak and write about grade-appropriate complex literary and informational texts and topics
4.	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5.	conduct research and evaluate and communicate findings to answer questions or solve problems
6.	analyze and critique the arguments of others orally and in writing
7.	adapt language choices to purpose, task, and audience when speaking and writing
8.	determine the meaning of words and phrases in oral presentations and literary and informational text
9.	create clear and coherent grade-appropriate speech and text
10.	make accurate use of standard English to communicate in grade-appropriate speech and writing

Standards 1 through 7 involve the language necessary for English language learners to engage in the central content-specific practices associated with English language arts and literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the services of the other seven standards.

The English Language Proficiency Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8-10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each English Language Proficiency Standard and descriptor should be reached and what additional topics should be addressed.

ALTERNATE ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

² The terms receptive and productive language functions were used for the English Language Proficiency standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the Council of Chief State School Officers (2012) ELPD Framework (which employs the earlier ACTFL terminology).

³ The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for English language learners with certain types of disabilities. When identifying the access supports and accommodations that should be considered for English language learners and English language learners with IEPs or 504 plans, it is particularly useful to consider English language learner needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.

The English Language Proficiency Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,² productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for English language learners to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to Ohio's standards for the English language arts Language domain.)

MODALITIES	DOMAINS	CORRESPONDING ENGLISH LANGUAGE PROFICIENCY STANDARDS
<p>Receptive³ modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)</p>	Listening and Reading	<p>1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>8 determine the meaning of words and phrases in oral presentations and literary and informational text</p>
<p>Productive modalities: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and Writing	<p>3 speak and write about grade-appropriate complex literary and informational texts and topic</p> <p>4 construct grade-appropriate oral and written claims and support them with reasoning and evidence</p> <p>7 adapt language choices to purpose, task, and audience when speaking and writing</p>
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, Speaking, Reading, and Writing	<p>2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>5 conduct research and evaluate and communicate findings to answer questions or solve problems</p> <p>6 analyze and critique the arguments of others orally and in writing</p>

Grades 6-8 English Language Proficiency Standards

GRADES 6-8: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.1	An English Language Learner can . . .	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	<ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	<ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text.
6-8.2	An English Language Learner can . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh-questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh-questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARDS 3, 4 AND 5

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.3	An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experience.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>
6-8.4	An English Language Learner can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence..	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
6-8.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARDS 6 AND 7

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.6	An English Language Learner can . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.
	analyze and critique the arguments of others orally and in writing.					
6-8.7	An English Language Learner can . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content- specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.
	adapt language choices to purpose, task, and audience when speaking and writing.					

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARD 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
8. 6-8	An English Language Learner can . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
	determine the meaning of words and phrases in oral presentations and literary and informational text..	<ul style="list-style-type: none">recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	<ul style="list-style-type: none">determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	<ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	<ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	<ul style="list-style-type: none">determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.9	An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions, (e.g., <i>after awhile, for example, in order to, as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle and end introduce and effectively develop and informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
6-8.10	An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

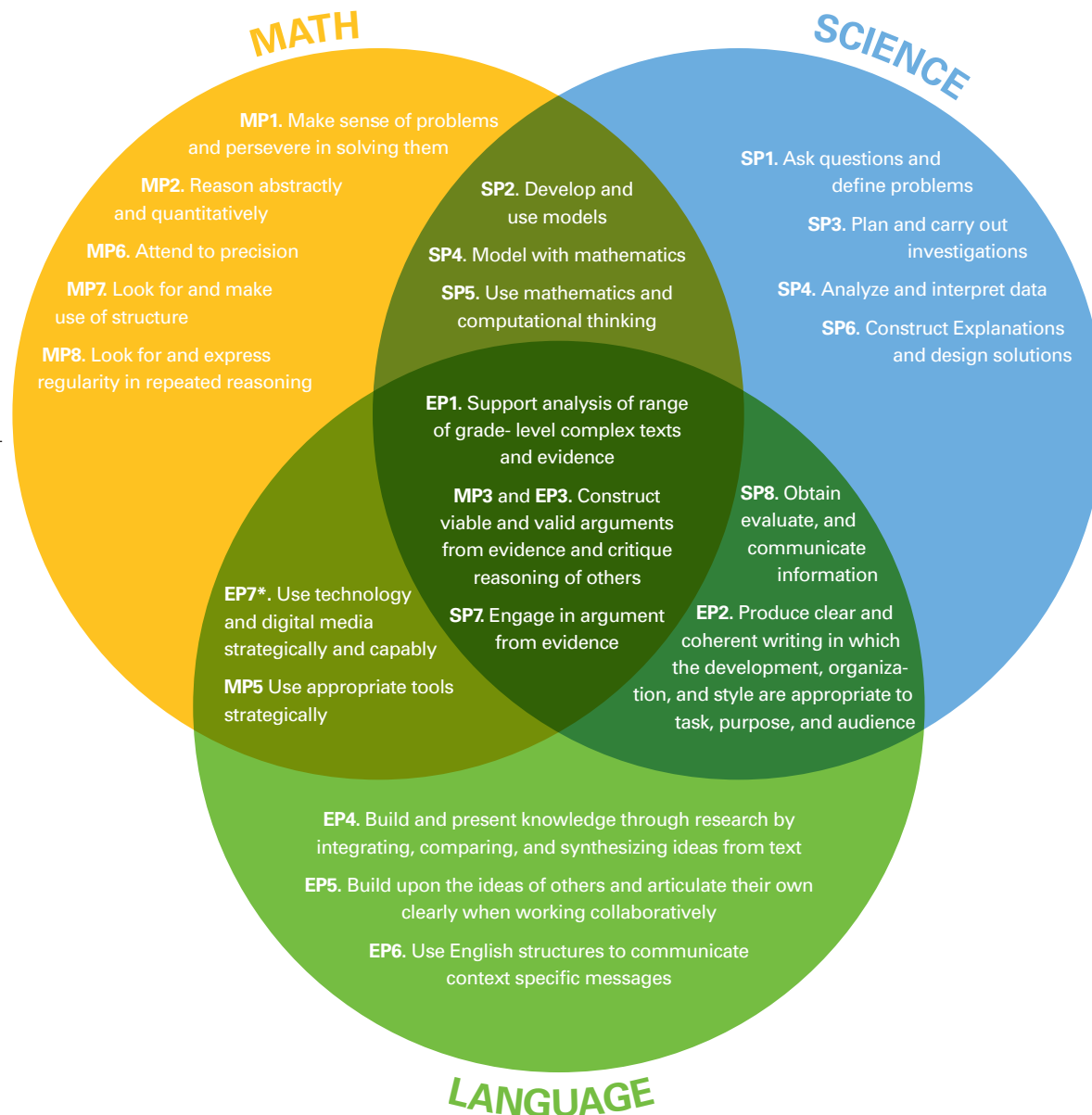
FIGURE 1. VENN DIAGRAM SHOWING RELATIONSHIPS AND CONVERGENCES AMONG THE MATHEMATICS, SCIENCE, AND ENGLISH LANGUAGE ARTS PRACTICES

FOUND IN:

1. Ohio's Learning Standards for Mathematics (practices)
- 2a. Ohio's Learning Standards for English Language Arts (student capacity)
- 2b. ELPD Framework (English language arts "practices")
3. NGSS (science and engineering practices)

NOTES

1. MP1-MP8 represent Ohio's Learning Standards Mathematical Practices (p. 6-8).
2. SP1-SP8 represent NGSS Science and Engineering Practices.
3. EP1-EP6 represent Ohio's Learning Standards for English Language Arts "practices" as defined by the ELPD Framework (p.11).
4. EP7* represents Ohio's Learning Standards for English Language Arts student "capacity" (pg. 7)



6 See the “Found in” section of Figure 1 for information on the sources for this diagram. Background: The English language arts “practices” in the Venn diagram were originally based on an analysis of Ohio’s Learning Standards for English Language Arts student capacity portraits (Source 2a). For the purposes of the English Language Proficiency Standards, the English language arts “practices” shown in the Venn diagram were reframed in relation to the particular English language arts “practices” created for the ELPD Framework (Source 2b).

WHY ARE NO CORRESPONDENCE ANALYSES SHOWN BETWEEN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS AND OHIO’S LEARNING STANDARDS FOR MATHEMATICS AND THE NGSS CORE IDEAS?

In coordination with the ELPD Framework authors, the WestEd English Language Proficiency Standards development team followed the ELPD Framework method for English Language Proficiency Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and English language arts practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach English Language Proficiency Standards correspondences with mathematics [and science] because . . .

The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematicians used to think. If we think of the Mathematical Practices (MP) [the Standards for Mathematical Practice] as the reading and writing (R&W) of mathematics and the content standards (C) as the literature (L) —

MP : C : R&W : L, or, equivalently, MP : R&W : C : L

— then it makes more sense to correspond to the Standards for Mathematical Practice (R&W) as opposed to the Standards for Mathematical Content (C) (P. Daro, personal communication, July 19, 2013).

HOW DO THE PRACTICES INTERRELATE?

The Understanding Language Initiative Venn diagram shown in Figure 1 (Cheuk, 2013) depicts the relationships and convergences among the student actions described by the practices.⁶ For example, the central overlap of the three circles highlights the central role of evidence in Ohio’s Learning Standards and the NGSS. In comparison, the English Language Proficiency Standards address the types of language proficiency that English language learners need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each English Language Proficiency Standard than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state English Language Proficiency Standards [can be designed to] cultivate higher order thinking skills in English language learners and target their ability to comprehend and communicate about complex text” (CCSSO, 2012, p. 16).

What is the purpose of the two correspondence matrices shown on pp. 16-17?

The purpose of the K-12 Practices Matrix and the Kindergarten English Language Arts Standards Matrix is to help teachers design lesson plans which leverage the strongest correspondences between the English Language Proficiency Standards and Ohio’s Learning Standards and NGSS. However, depending on the instructional activity, and as educators’ familiarity with the standards is developed, educators may identify additional correspondences. The matrices are intended to help educators start with correspondence analyses—they are not an endpoint. The matrices do not contain a fixed set of correspondences.

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 6 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 6: STANDARD 1

ELP 6–8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements

RL.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
RL.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
- RI.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).
- RI.7.** Integrate information presented in different media or formats (e.g., *visually, quantitatively*) as well as in words to develop a coherent understanding of a topic or issue.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 2

ELP 6–8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.1. cont.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 2

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

SL.1. cont.

- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., *charts*, *tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

- SL.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context-specific messages.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s) and organize the reasons and evidence clearly.
- Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems . . .	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP1. Make sense of problems and persevere in solving them.

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 5

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

W.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

SL.3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., <i>metaphor</i> , <i>personification</i>) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

MP1. Make sense of problems and persevere in solving them.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., *the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.

L.4 cont.

- b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- c.** Consult reference materials (e.g., *dictionaries*, *glossaries*, *thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., *by checking the inferred meaning in context or in a dictionary*).

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g., *personification*) in context.
 - b.** Use the relationship between particular words (e.g., *cause/effect*, *part/whole*, *item/category*) to better understand each of the words.
 - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

Informational Text

- RL.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can create clear and coherent grade-appropriate speech and text . . .	<ul style="list-style-type: none"> with support (including context and visual aids) and non-verbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	<ul style="list-style-type: none"> with support (including modeled sentences), recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a.** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b.** Use intensive pronouns (e.g., *myself*, *ourselves*).
- c.** Recognize and correct inappropriate shifts in pronoun number and person.
- d.** Recognize and correct vague pronouns (i.e., *ones with unclear or ambiguous antecedents*).
- e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a.** Vary sentence patterns for meaning, reader/listener interest, and style.
- b.** Maintain consistency in style and tone.

GRADE 6 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 6 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		RH	RST	WST	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences)

GRADE 6: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts

RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.7 Integrate quantitative or technical information expressed in words in a text with a version of the information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1* cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c.** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.** Establish and maintain a formal style and objective tone.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems . . .	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP1. Make sense of problems and persevere in solving them.

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

SL.3* Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science/Technical Subjects

RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

* Strongly applies to literacy in history/social studies and science/technical subjects.

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. <i>affixes and roots words</i>), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

MP1. Make sense of problems and persevere in solving them.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

- L.4*** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - c.** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a.** Interpret figures of speech (e.g., personification) in context.
- b.** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can create clear and coherent grade-appropriate speech and text . . .	<ul style="list-style-type: none"> with support (including context and visual aids) and non-verbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	<ul style="list-style-type: none"> with support (including modeled sentences), recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. When engaging in one or more of the following content-specific practices:

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself*, *ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

* Strongly applies to literacy in history/social studies and science/technical subjects

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 7 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 7: STANDARD 1

ELP 6–8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.1., RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how the ideas clarify a topic, text, or issue under study.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

MP1. Make sense of problems and persevere in solving them.

SP4. Analyze and interpret data.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1. cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a.** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b.** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c.** Use appropriate transitions to clarify the relationships among ideas and concepts.
- d.** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e.** Establish and maintain a formal style.
- f.** Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a.** Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b.** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c.** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d.** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e.** Provide a conclusion that follows from the narrated experiences or events.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

- W.1.**
- a.** Write arguments to support claims with clear reasons and relevant evidence.
 - b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - d.** Establish and maintain a formal style.
 - e.** Provide a concluding statement or section that follows from the argument presented.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems . . .	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP1. Make sense of problems and persevere in solving them.

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

W.1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

SL.3. Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 7

ELP 6–8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrases important to comprehension or expression.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 8

ELP 6–8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. <i>affixes and roots words</i>), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., <i>metaphor, personification</i>) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

MP1. Make sense of problems and persevere in solving them.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) on a specific verse or stanza of a poem or section of a story or drama.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4. cont.

- b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- c.** Consult general and specialized reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b.** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Informational Text

- RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can create clear and coherent grade-appropriate speech and text . . .	with support including context and visual cues) and non verbal communication <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control. 	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control. 	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control. 	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GRADE 7 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 7 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		RH	RST	WST	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences)

GRADE 7: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., *how a bill becomes law; how interest rates are raised or lowered*).

RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

History/Social Studies cont.

SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts

RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Science/Technical Subjects cont.

RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., *in a flowchart, diagram, model, graph, or table*).

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1* cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience.	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), e.g., graphics, charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.

WHST.1 cont.

- Provide a concluding statement or section that follows from and supports the argument presented.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

- L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems . . .	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.**EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.**EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.**EP6.** Use English structures to communicate context specific messages.**MP1.** Make sense of problems and persevere in solving them.**SP3.** Plan and carry out investigations.**SP6.** Construct explanations and design solutions.**SP8.** Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.**WHST.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.**WHST.9** Draw evidence from informational texts to support analysis, reflection, and research.**SL.4*** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

SL.3* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

History/Social Studies cont.

L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science/Technical Subjects

RST.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

MP1. Make sense of problems and persevere in solving them.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L. 4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

History/Social Studies

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

* Strongly applies to literacy in history/social studies and science/technical subjects

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can create clear and coherent grade-appropriate speech and text . . .	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of phrases and clauses in general and their function in specific sentences.
 - Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
 - Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

- L.3*** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

*Strongly applies to literacy in history/social studies and science/technical subjects

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 8 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LITERACY STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 8: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot provide an objective summary of the text.

RL.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.1., RI.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., *through comparisons, analogies, or categories.*)
- RI.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1. cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- SL.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context specific messages.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write arguments to support claims with clear reasons and relevant evidence.

- a.** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c.** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.1. Write arguments to support claims with clear reasons and relevant evidence.

- d.** Establish and maintain a formal style.
- e.** Provide a concluding statement or section that follows from the argument presented.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems . . .	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context-specific messages.

MP1. Make sense of problems and persevere in solving them.

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

- EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- EP3.** Construct valid arguments from evidence and critique the reasoning of others.
- EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
- EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

- MP1.** Make sense of problems and persevere in solving them.
- MP3.** Construct viable arguments and critique reasoning of others.

- SP1.** Ask questions and define problems.
- SP6.** Construct explanations and design solutions.
- SP7.** Engage in argument from evidence.
- SP8.** Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- RI.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W.1b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- SL.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

- EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
- EP6.** Use English structures to communicate context-specific messages.

MP6. Attend to precision.

- SP1.** Ask questions and define problems.
- SP6.** Construct explanations and design solutions.
- SP8.** Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- W.5.** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- SL.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

MP1. Make sense of problems and persevere in solving them.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.4. cont.

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b.** Use the relationship between particular words to better understand each of the words.
 - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). Use the relationship between particular words to better understand each of the words.

Informational Text

- RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can create clear and coherent grade-appropriate speech and text . . .	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context-specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

GRADE 8 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 8 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		RH	RST	WST	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences)

GRADE 8: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts.

RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Science/Technical Subjects cont.

RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a *flowchart*, *diagram*, *model*, *graph*, or *table*).

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

SL.1* cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics . . .	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

MP1. Make sense of problems and persevere in solving them.

SP6. Construct explanations and design solutions.

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 4

ELP 6–8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context-specific messages.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.1 cont.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Strongly applies to literacy in history/social studies and science/technical subjects meaning and tone, including analogies or allusions to other texts.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems . . .	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context-specific messages.

MP1. Make sense of problems and persevere in solving them.

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

MP1. Make sense of problems and persevere in solving them.

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

SL.3* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science/Technical Subjects

RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text . . .	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. <i>affixes and roots words</i>), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., <i>metaphor, personification</i>) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

MP1. Make sense of problems and persevere in solving them.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- L. 4*** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- a.** Use context (e.g., *the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
 - b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 - c.** Consult general and specialized reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L. 4* cont.

- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., *by checking the inferred meaning in context or in a dictionary*).

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a.** Interpret figures of speech (e.g. verbal irony, puns) in context.
- b.** Use the relationship between particular words to better understand each of the words.
- c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). Use the relationship between particular words to better understand each of the words.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can create clear and coherent grade-appropriate speech and text . . .	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand</i>, <i>from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

MP1. Make sense of problems and persevere in solving them.

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context-specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - Form and use verbs in the active and passive voice.
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Recognize and correct inappropriate shifts in verb voice and mood

L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3*** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

* Strongly applies to literacy in history/social studies and science/technical subjects

Resources:

INSTRUCTIONAL GUIDELINES AND RESOURCES FOR ENGLISH LANGUAGE LEARNERS BASED ON OHIO’S NEW ENGLISH LANGUAGE PROFICIENCY STANDARDS

This document has been developed by the Lau Resource Center of the Ohio Department of Education as a resource to school district personnel in the use of the new English Language Proficiency Standards to inform instruction and support English language learners in their development of English language communication skills needed for success in school. Click on the following website link to access this useful resource:

<http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/About-the-Lau-Resource-Center>

ELPA21 CONSORTIUM

Ohio is a member of the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. The mission of this consortium is to support educators, member states, and the public as they adopt and implement the English Language Proficiency Standards and college- and career-ready standards. Useful information and resources can be found on the ELPA21 website, which can be accessed via the following link:

<http://www.elpa21.org/>

Glossary

Cognate: A word that has the same linguistic derivation as another; from the same original word or root. Examples of cognates in Indo-European languages are the words *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), etc., derived from the Proto- Indo-European (PIE) **nókʷts*, "night"; the Hebrew שלום *shalom*, the Arabic سلام *salām*, and the Amharic *selam* ("peace") are also cognates, derived from Proto-Semitic **šalām*.

False cognates are words that are commonly thought to be related (have a common origin), but that linguistic examination reveals are unrelated. The words *embarrassed* (self-conscious, humiliated) in English and *embarazada* (pregnant) in Spanish are examples of false cognates.

Coherence: A central, main theme or topic maintained across multiple sentences. One test of coherence is that sentences cannot be reordered without changing meaning.

Cohesion: Intra- and inter-sentence language connections made by using cohesive devices (e.g., pronoun or synonym replacement, logical connectors, conclusions that refer to prior content).

Collocation: The grouping of two or more words together with a frequency greater than chance. Such terms as "crystal clear," "middle management," "nuclear family," and "cosmetic surgery" are examples of collocated pairs of words.

Content-specific: Specific to a given discipline, content area, domain, or subject area. (Within the literature and among researchers, the term "discipline-specific" is more commonly used.) The Council of Chief State School Officers (2012) defines it as "the language used, orally or in writing, to communicate ideas, concepts, and information or to engage in activities in particular subject areas (e.g., science)" (p. 107).

Context: This term is derived from Latin, meaning "a joining together" of external sources of information (schemas) with internal concepts (e.g., memories). It is also defined as a frame (e.g., background information, schema) that surrounds an event being examined and provides resources for appropriate interpretation (Duranti & Goodwin, 1992). As Fillmore observed, "When you pick up a word, you drag along with it a whole scene" (Fillmore, 1975, p. 114). Cummins (2000) describes effects of context on communication:

Context-embedded communication: Participants can actively negotiate meaning (e.g., by providing feedback that the message has not been understood), and the language is supported by a wide range of meaningful interpersonal and situational cues.

Context-reduced communication: Participants rely primarily on linguistic cues to meaning, and thus, successful interpretation of the message depends heavily on knowledge of the language itself. (p. 68)

Control: As used in the English Language Proficiency Standards, refers to the degree to which a student may use a particular form with stability and precision. For example, independent control occurs when "In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see Linking words], and their explanations require little effort from a listener to understand the steps or process being explained" (Bailey, 2013, p. 13).

Culture: (a) Different tools, thoughts, and experiences associated with a particular community of practice or certain situations (Brown, Collins, & Duguid, 1989); or (b) "an adaptive process [as opposed to an object that one might hold] that accumulates partial solutions to frequently encountered problems" (Hutchins, 1995, p. 354). "Human growth and creativity tend to occur not within separate and isolated cultures, but within their meeting and intermixture" (Wax, 1993, p. 108).

Glossary, cont.

Descriptive sentences: Sentences in which the speaker/writer is able to describe or paint an exact picture in the listener's or reader's mind of what the speaker/writer wants to convey. Unlike a simple sentence (e.g., "The cat ran"), a descriptive sentence uses adjectives and adverbs as well as complex sentence construction (dependent, adverbial clauses, prepositional phrases, etc.) (e.g., "The big fat white cat ran quickly along the edge of the garden" which could be expanded to "It was astonishing, although not surprising, to observe that Mr. Dewey's big fat white cat could run along the edge of the garden so quickly when there was a ferocious dog in close pursuit").

Discourse: Language used in a particular context, such as the academic discourse of a science classroom compared to the social discourse of the playground. Different types of discourse call for different vocabulary, phrases, structures, and language registers. According to Gee (1999), language is always used from a perspective and always occurs within a context; there is no neutral use of language.

ELPD Framework: *The Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (CCSSO, 2012), which provides guidance to states on how to use the expectations of the Common Core State Standards and the Next Generation Science Standards as tools for the creation and evaluation of English Language Proficiency Standards.

English language proficiency (ELP): "A socially constructed notion of the ability or capacity of individuals to use language for specific purposes" (CCSSO, 2012, p. 107). Also referred to by some as English language development, English language proficiency embodies the belief that language development is ongoing. Multiple pathways to English language proficiency are possible, but the end goal for students' progress in acquiring English is to ensure full participation of English language learners in school contexts.

EP: English language arts "practices," which describe ways in which developing student practitioners of English language arts should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The practices are student actions, not teaching practices. Developed for the ELPD Framework by English Language Arts standards writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original standards for English Language Arts.

Evidence: Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. Evidence should appear in a form, and be derived from a source, that is widely accepted as appropriate to a particular discipline, such as details or quotations from a text in the study of literature or experimental results in the study of science. (See Appendix A of Ohio's Learning Standards for English Language Arts.)

Formulaic expressions: Expressions produced in accordance with a mechanically followed rule or style. In the initial stages of English language acquisition, formulaic expressions are learned as a "chunk" in reference to familiar topics or objects in the immediate environment. Examples of formulaic expressions used during the initial phase of English language acquisition in schools include "go to the bathroom," "stand in line," and other habitually-used phrases. These prefabricated units are important because they serve as a bridge to connect vocabulary and grammar. Cowie (1998) argues that formulaic expressions are a crucial step in helping student move towards the acquisitions of idioms and the development of native-like proficiency.

Glossary, cont.

Frequently occurring words and phrases: As used in the English Language Proficiency Standards, this refers to words and phrases used commonly in the classroom and to everyday language used in schools. It is important to note that this does not refer to the [Top 100 High-Frequency Words](#) (e.g., “the,” “a,” “and,” “but”). The term “basic” is not used in the English Language Proficiency Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

Grade-appropriate: As used in the English Language Proficiency Standards, this refers to level of content and text complexity in relation to CCR standards’ requirements for a particular grade level or grade span. (See [Ohio’s Learning Standards for English Language Arts](#) and [Defining the Core.](#))

Idioms: An idiom is an expression that cannot be understood from the meanings of its component words but has a meaning of its own. Usually that meaning is derived from the history of the language and culture in which it is used. Students’ acquisition of idioms progresses from literal meanings to figurative and metaphorical meanings.

Transparent idioms are expressions in which the literal meaning is clearly linked to the figurative meaning, e.g., *give the green light*, *break the ice*.

Semi-transparent idioms are expressions in which the link between literal and figurative meaning is less obvious, e.g., *beat a dead horse*, *save one’s breath*.

Opaque idioms are expressions with an undetectable link between literal and figurative language, e.g., *pull one’s leg*, *kick the bucket*.

Inflectional ending: A short suffix added to the end of a word to alter its meaning. In this document, the term refers to endings such as -s, -es, -ing, and -ed.

Inflectional forms: The forms of a word that include alteration of the word to indicate singular or plural, verb tense, and verb aspect. Inflected or inflectional forms also include irregular verbs (e.g. sing – sang – sung) and irregular plural nouns (e.g. mouse – mice).

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See Ohio’s Learning Standards for English Language Arts.

Interactive language skills: Skills involved in producing language in spoken or written form during collaborative, interactive activities, including collaborative use of receptive and productive modalities. This modality “refers to the learner as a speaker/listener and as a reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops” (Phillips, 2008, p. 96).

Language forms: Vocabulary, grammar, and features of discourse specific to a particular content area or discipline. This term refers to the surface features of language and how they are arranged according to the grammar of the language. As a means of connecting sound with meaning, it incorporates morphology, syntax, and phonology.

Language functions: What students do with language to accomplish content-specific tasks. As defined by Gibbons (1993), language functions can be used to describe the purposes for which language is used in the classroom. Their use offers a simple and practical way to ensure that content and language are integrated.

Linguistic Output: Refers to the production of language. Educators should provide English language learners with communicative tasks that require students to create the sustained output necessary for second language development. (See [Principle 7 in Principles of Instructed Second Language Acquisition.](#))

Glossary, cont.

Linking words (a.k.a. cohesive devices): Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea/argument to another. Examples include *however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further, and firstly*.

Modalities (modes of communication): The means or manner by which communication takes place. This document identifies three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities. (see page 7 of the English Language Proficiency Standards for more information.)

Modeled sentences: As used in the English Language Proficiency Standards, this term refers to the provision of exemplar speech and text to students as part of the instructional process. Examples of modeled sentences in the English Language Proficiency Standards include sentence frames, sentence stems, and sentence models.

MP: Ohio's Learning Standards for Mathematics or Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The *Standards for Mathematical Practice* are descendants of the [Adding It Up proficiencies](#) (Kilpatrick, Swafford, & Findell, 2001) and the [NCTM process standards](#) (NCTM, 2000). They also descend from work on [Habits of Mind](#) (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland.

Nonverbal communication: As used in the English Language Proficiency Standards, this term refers the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the English Language Proficiency Standards may include gestures, nods, thumbs up or down, or facial expressions.

Organize: In the English Language Proficiency Standards, refers to discourse that conveys temporal, causal, categorical, or other logical relationships that are consistent with the author's apparent purpose in conveying information, narrating a story, making a persuasive argument, or some other emergent discourse form.

Productive language skills: Skills involved in producing language in spoken or written form. This modality "places the learner as speaker [and/or] writer for a 'distant' audience (one with whom interaction is not possible or is limited). The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise it before publication or broadcast" (Phillips, 2008, p. 96).

Receptive language skills: Skills involved in interpreting and comprehending spoken or written language. This modality "refers to the learner as a reader [and/or] listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task, to promote understanding of language and content in order to develop a personal reaction" (Phillips, 2008, p. 96).

Referent: The thing that a word or phrase denotes or stands for; examples may include abstractions or physical examples.

Recognize: As used in the English Language Proficiency Standards, this verb refers to instances when a student might recognize the meaning of the words, using verbal communication or non-verbal communication.

Registers: Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*" (Ferguson, 1983, p. 155).

Glossary, cont.

Research projects:

Short research project: An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

More sustained research project: An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding: As defined in Ohio's Learning Standards for English Language Arts, this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

Sentence structures: As used in the English Language Proficiency Standards and the Proficiency Level Descriptors, language structures include simple, compound, complex sentences, and the range of other language structures.

Simple: As used in the English Language Proficiency Standards, this generally refers to the grammatical structure of a phrase, sentence, or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

Source: As used in the English Language Proficiency Standards, this refers to speech or text used largely for informational purposes, as in research.

SP: *The NGSS Science and Engineering Practices.* The practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. *The Science and Engineering Practices* "describe behaviors that scientists engage in as they investigate and build models and theories about the natural world" ([NGSS, 2013](#)). As noted in [Appendix F of the NGSS](#) (NGSS Lead States, 2013), chapter three of the [Science Framework for K-12 Science Education](#) (NRC, 2012) provides background on the development of the Science and Engineering Practices. For more information and examples, see [Bybee \(2011\)](#).

Variety of topics: As used in the English Language Proficiency Standards this refers to a range of topics that may be either familiar or unfamiliar to the student (i.e., requiring support to build the student's background knowledge or particular context knowledge).

Visual aids: As used in the English Language Proficiency Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

Glossary, cont.

Vocabulary: A set of words, phrases, or expressions, within a language, that is familiar to a person. (See the PLDs for specific vocabulary expectations by the end of each English language proficiency level.)

Academic vocabulary (see also Ohio’s Learning Standards for English Language Arts):

General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the English Language Proficiency Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as “school navigational language.”

Content-specific words and phrases: Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as “terms.” (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as “curriculum content language.” As defined in [Language standard 6](#) of Ohio’s Learning Standards, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the English Language Proficiency Standards do not suggest that vocabulary taught to English language learners should be limited to only that defined by Ohio’s Learning Standards.)

[Three Tiers of Vocabulary:](#)

Tier One: Words acquired through everyday speech, usually learned in the early grades.

Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., “gallop” instead of “run”). They change meaning with use.

Tier Three: Domain-specific words that are specifically tied to content (e.g., “Constitution,” “lava”). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.

Frequently occurring vocabulary: This includes common words and phrases, as well as idiomatic expressions.

Social vocabulary/language: Cummins (2000) refers to this as “surface proficiency” and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

Wh- questions: “Who,” “what,” “where,” “when,” “why,” and “how” questions.

With prompting and support/with (some) guidance and support: See Scaffolding.

References

- American Council on the Teaching of Foreign Languages (ACTFL). (2012). *ACTFL proficiency guidelines 2012*. Alexandria, VA: Author. Retrieved June 26, 2012, from <http://actflproficiencyguidelines2012.org/>.
- Bailey, A. L. (2010). Assessment of oral language in school. In M. James (Section Ed.), *International encyclopedia of education* (3rd ed.). Amsterdam, The Netherlands: Elsevier.
- Bailey, A.L., & Heritage, M. (2010). *English language proficiency assessment foundations: External judgments of adequacy*. Evaluating the Validity of English Language Proficiency Assessments (An Enhanced Assessment Grant). Retrieved July 3, 2013, from <http://www.eveaproject.com/doc/Generic%20ELPA%20Foundations%20Document%20FINAL%208%202%2010.pdf>.
- Bailey, A.L., & Heritage, M. (2008). *Formative assessment for literacy, grades K-6: Building reading and academic language skills across the curriculum*. Thousand Oaks, CA: Corwin/Sage Press.
- Brown, J.S., Collins, A. & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Bunch, G., Kibler, A., & Pimentel, S. (2013, May). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Retrieved July 12, 2013, from http://ell.stanford.edu/sites/default/files/events/Bunch-Kibler-Pimentel_AERA_2013-04-08.pdf.
- Bunch, G., Kibler, A., & Pimentel, S. (2012). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013, from <http://ell.stanford.edu/publication/realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary-literacy>.
- Bybee, R. (2011). Scientific and engineering practices in the K-12 classroom: *Understanding a Framework for K-12 Science Education*. Arlington, VA: National Science Teachers Association. http://www.nsta.org/about/standardsupdate/resources/201112_Framework-Bybee.pdf.
- Byrnes, H., & Canale, M. (Eds.). (1987). *Defining and developing proficiency: Guidelines, implementations, and concepts*. Lincolnwood, IL: National Textbook Company.
- Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of Venn diagram created by the Understanding Language Initiative for English Language Proficiency Standards. Stanford, CA: Stanford University.
- Cook, H.G., White, P., Castro, M., Patton, M., & Bird, B. (2012). Meeting the language demands of Common Core State Standards: Sample English language proficiency descriptors for mathematics in grades 6-8. In Council of Chief State Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/TheCommon_Core_and_English_Language_Learners.html.

References, cont.

- Council of Chief State School Officers (CCSSO). (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: Author. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- DeCapua, A., & Marshall, H. W. (2011). *Breaking new ground: Teaching English learners with limited or interrupted formal education in U.S. secondary schools*. Ann Arbor, MI: University of Michigan Press.
- Driscoll, M. (1999). *Developing algebraic habits of mind: A framework for classroom questions aimed at understandings thinking*. Specifically the following sections were used: "Doing and undoing," "Building rules to represent functions," and "Abstracting from computation." Newton, MA: Educaton Development Center, Inc. Retrieved June 26, 2012, from <http://courses.edtechleaders.org/documents/Patterns/DriscollPart1.pdf>.
- Duranti, A., & Goodwin, C. (1992). *Rethinking context: Language as an interactive phenomenon*. New York: Cambridge University Press.
- Ellis, R. (2008a). *Principles of instructed second language acquisition*. Washington, DC: Center for Applied Linguistics. Retrieved January 21, 2013, from <http://www.cal.org/resources/digest/instructed2ndlang.html>.
- Ellis, R. (2008b). *The study of second language acquisition*. Oxford, UK: Oxford University Press.
- Ferguson, C. (1983). Sports announcer talk: Syntactic aspects of register variation. *Language and Society*, 12(2), 153-172.
- Fillmore, C. (1975). Topics in lexical semantics. In R.W. Cole (Ed.), *Current issues in linguistics* (pp. 76-138). Bloomington, IN: Indiana University Press.
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London, UK: Arnold.
- Hutchins, E. (1995). *Cognition in the wild*. Cambridge, Massachusetts: The MIT Press.
- Inside Mathematics. (2013). *The Common Core Standards for Mathematical Practice*. Palo Alto, CA: The Noyce Foundation. Retrieved August 29, 2013, from <http://www.insidemathematics.org/index.php/common-core-math-intro>.
- International Reading Association. (2009). *New literacies and 21st century technologies*. Newark, DE: Author. Retrieved August 18, 2013, from <http://www.reading.org/general/AboutIRA/PositionStatements/21stCenturyLiteracies.aspx>.
- Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: The National Academies Press.

References, cont.

- Lee, O., Quinn, H., & Valdes, G. (2013). Science and language for English language learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English language arts and mathematics. *Educational Researcher*, 42(4), 223-233. Retrieved June 26, 2013, from http://ell.stanford.edu/sites/default/files/3_EdResearcher%2011%20April%202013%20Lee_Quinn_Valdes%20copy.pdf.
- Lowe, P., Jr., & Stansfield, C. W. (Eds.). (1988). *Second language proficiency assessment: Current issues*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Moschkovich, J. (2012). *Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core*. Stanford, CA: Understanding Language Initiative. Retrieved May 29, 2013, from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/02-JMoschkovich%20Math%20FINAL_bound%20with%20appendix.pdf.
- National Council for Teachers of Mathematics (NCTM). (2000). *NCTM process standards*. Reston, VA: Author. Retrieved August 5, 2013, from <http://www.nctm.org/standards/content.aspx?id=322>.
- National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). (2010a). *Common core state standards*. Washington, DC: Authors. Retrieved January 3, 2011, from <http://www.corestandards.org/>.
- National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). (2010b). *Application of common core state standards for English language learners*. Washington, DC: Authors. Retrieved May 2, 2013, from <http://www.corestandards.org/assets/application-for-english-learners.pdf>.
- National Research Council (NRC). (2012). *Science framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Retrieved May 15, 2013, from http://www.nap.edu/catalog.php?record_id=13165#. [Chapter 3 available at http://www.nap.edu/openbook.php?record_id=13165&page=41.]
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc.
- Next Generation Science Standards (NGSS) Lead States (2013). *Next generation science standards: Appendix F*. Washington, DC: National Academies of Science. Retrieved June 5, 2013, from http://www.nap.edu/openbook.php?record_id=18290&page=382.

References, cont.

Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93-102.

Understanding Language Initiative. (2012). *The purpose of English language proficiency standards, assessments, and instruction in an age of new standards: Policy statement from the Understanding Language Initiative*. Palo Alto, CA: Author. Retrieved July 29, 2013, from http://ell.stanford.edu/sites/default/files/ELP_task_force_report_rev.pdf.

Valdes, G., Walqui, A., Kibler, A., & Alvarez, L. (2012). Meeting the language demands of the Common Core State Standards: Sample English language proficiency descriptors. In Council of Chief State School Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.

Van Lier, L., & Walqui, A. (2012). *Language and the common core*. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013, from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf>.

Wax, M. (1993). How culture misdirects multiculturalism. *Anthropology & Education Quarterly* 24(2), 99-115.

Appendix A

PROFICIENCY LEVEL DESCRIPTORS FOR ENGLISH LANGUAGE PROFICIENCY STANDARDS



Proficiency Level Descriptors for English Language Proficiency Standards

1. A note on the use of the term Proficiency, rather than Performance, in this phrase: The English Language Proficiency Standards focus on proficiency levels rather than performance levels. For consistency with the English Language Proficiency Standards, this document uses the term Proficiency Level Descriptors, rather than Performance Level Descriptors as had been suggested in Perie (2008), a journal article that primarily focuses on creating proficiency level descriptors for content-area assessments. The descriptors detailed in this document address five English language proficiency levels; the uppermost English language proficiency level is part of the calculation of whether a student is fully English proficient.

2 As used in the English Language Proficiency Standards, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

3 As used in the English Language Proficiency Standards, the term language functions refers to what students do with language to accomplish content-specific tasks.

INTRODUCTION

The Council of Chief State School Officers utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English language proficiency standards (CCSSO, 2013). The English Language Proficiency Standards were developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12 to highlight and elaborate upon the critical language, knowledge about language, and skills using language that are within college- and career-readiness standards in mathematics, science, and English language arts and that are necessary in order for English language learners to be successful in schools.

The purpose of this *Proficiency Level Descriptors¹ for English Language Proficiency Standards* document is to complement, rather than replace, the *English Language Proficiency Standards*. This document provides summary definitions and more detailed descriptions of what *English language learners' language forms²* might look like as English language learners gain proficiency with the strategic set of *language functions³* outlined in the English Language Proficiency Standards. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the proficiency level descriptors are situated.

PROFICIENCY LEVEL DESCRIPTOR SUMMARIES

In general, proficiency level descriptors provide “descriptions of the level of English language knowledge and skills required of each [proficiency] level” (Perie, 2008, p. 15). When designing the English Language Proficiency Standards, the language forms outlined in the proficiency level descriptors were embedded throughout the grade-level/grade-span English Language Proficiency Standards according to the grade-appropriate expectations that had been placed in each English Language Proficiency Standard.

High level summaries of the PLDs provide an overview in relation to:

1. The degree of control of English that English language learners typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the English Language Proficiency Standards; and
2. What the forms of English language learners' language-related performance typically look like.

TABLE 1. HIGH LEVEL SUMMARIES OF FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

4 Referred to as the “word” level in Bailey & Heritage, 2008; Bailey, et al., (2013).

	BY THE END OF EACH ELP LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	1	2	3	4	5
PLD Summary	<ul style="list-style-type: none"> show limited control of English when participating in grade-appropriate classroom activities convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary 	<ul style="list-style-type: none"> show emerging control of English when participating in grade-appropriate classroom activities convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary 	<ul style="list-style-type: none"> show developing control of English when participating in grade-appropriate classroom activities use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary 	<ul style="list-style-type: none"> show increasingly independent control of English when participating in grade-appropriate classroom activities convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary 	<ul style="list-style-type: none"> show independent control of English when participating in grade-appropriate classroom activities convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

Additionally, once a student is considered English proficient for the purposes of English language learner assessment and eligibility for English language learner services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one's lifetime.

DETAILED PROFICIENCY LEVEL DESCRIPTORS

The progressions shown in Table 2 provide more detailed information on the language forms which were embedded in the English Language Proficiency Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as English language learners develop use and control of the language functions needed to participate in content-specific practices (Bailey, Reynolds Kelly, Heritage, Jones & Bernstein-Blackstock, 2013; Bailey & Heritage, 2008; Cook, White, Castro, Patton, & Bird, 2012; Valdes, Walqui, Kibler, & Alvarez, 2012).

During development, the proficiency level descriptors in Table 2 were framed in relation to the “high-leverage characteristics” (Bailey, et al., 2013 p. 84) needed for addressing the language demands found within CCR standards, at the discourse, sentence, and vocabulary⁴ levels. Bailey and colleagues (2013) clarify that “Analogous to Stevens et al.’s (2009) notion of a hypothetical learning trajectory, linguistic hallmarks present the trajectory of individual linguistic and discourse features” (p.74) helping to delineate steps taken along the progression of English language development. Based on the authors' preliminary analyses of pilot data, characteristics for discourse, sentence, and vocabulary levels include:

1. Discourse level: level of control over organization, cohesion, and overall stamina
2. Sentence level: sophistication of sentence structure
3. Vocabulary level: sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

TABLE 2. DETAILED PROFICIENCY LEVEL DESCRIPTORS FOR FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS⁵

5 As a reminder: See the grade-level/grade-span Ohio's Learning Standards for English Language Arts for specific expectations around student English language proficiency-related performance.

	BY THE END OF EACH ELP LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	1	2	3	4	5
Discourse Level <i>What is the amount of content-specific language that can be quickly processed or easily produced?</i>	<ul style="list-style-type: none"> simple information about an event, experience, and/or topic short sentences composed of simple or predictable phrases or sentences limited (i.e., initial) cohesion among sentence structures 	<ul style="list-style-type: none"> a brief sequence of events in order and/or introduction of a topic with supporting details multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases 	<ul style="list-style-type: none"> related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) related paragraphs on grade-appropriate content-area texts developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions 	<ul style="list-style-type: none"> related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) multiple paragraphs containing a variety of sentences on grade-appropriate content-area text increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) 	<ul style="list-style-type: none"> complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation) multiple paragraphs, chapters, and essays on grade-appropriate content-area text accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events
Sentence Level <i>How much information is packed within a sentence structure (clause) or sentence?</i>	syntactically simple sentences including: <ul style="list-style-type: none"> verb tenses such as present, present progressive, simple future (going to), simple past modifiers such as adjectives, adverbs simple grammatical constructions (e.g. <i>commands, some wh-questions, declaratives</i>) common social and instructional patterns or forms 	combinations of simple sentence structures including: <ul style="list-style-type: none"> verb tenses such as past tense (irregular), past progressive, simple future modifiers such as frequently occurring prepositions, adjectives, adverbs repetitive phrases and sentence patterns across content areas 	descriptive sentences characterized by frequently occurring complex sentence structures including: <ul style="list-style-type: none"> verb tenses such as present perfect modifiers such as subordinating conjunctions, and prepositional phrases simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas 	descriptive sentences characterized by increasingly complex sentence structures including: <ul style="list-style-type: none"> verb tenses such as past perfect modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) expanded simple compound, and complex sentence patterns characteristic of content areas 	descriptive sentences characterized by wide variety of sophisticated sentence structures including: <ul style="list-style-type: none"> verb tenses such as passive voice and subjunctive modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) a wide range of idiomatic and unique sentence patterns characteristic of content areas

TABLE 2. DETAILED PROFICIENCY LEVEL DESCRIPTORS FOR FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS⁵, CONT.

	BY THE END OF EACH ELP LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	1	2	3	4	5
Vocabulary Level <i>What is the range and specificity of words, phrases, and expressions used?</i>	a limited (i.e., initial) range of simple vocabulary including: <ul style="list-style-type: none"> • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) • a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication 	a simple vocabulary including: <ul style="list-style-type: none"> • frequently occurring words and phrases • one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • frequently occurring pronouns used with increasing precise control • a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form 	a developing vocabulary including: <ul style="list-style-type: none"> • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions • an emerging awareness of how to create new words from familiar words (i.e., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words • relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>) • transparent idioms with developing grammatical complexity 	a wider vocabulary including: <ul style="list-style-type: none"> • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • an increasing number of intensive pronouns to add emphasis to a statement (e.g., <i>myself, ourselves</i>) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity 	a wide vocabulary including: <ul style="list-style-type: none"> • a larger proportion of vivid, less frequently occurring words and phrases • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns • opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

A NOTE ON TABLES 1 AND 2

The Levels 1-5 descriptors in Table 1 and Table 2 describe targets for English language learner performance by the end of each English language proficiency level. However, students may demonstrate a range of abilities within and across each English language proficiency level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within English language proficiency levels are based upon English language learners' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1-5 descriptors describe proficiency at the end of each English language proficiency level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, English language learners may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, English language learner status is a temporary status, an English language proficiency level does not categorize a student (e.g., "a Level 1 student"), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

A NOTE ON SCAFFOLDING

While many English language proficiency standards' proficiency level descriptors include references to scaffolding, the proficiency level descriptors shown in this document do not include reference to scaffolding in relation to English language proficiency levels. As outlined in Guiding Principle 4 of the English Language Proficiency Standards, it is recommended that scaffolding should not be framed only as support to be provided to English language learners with lower levels of English language proficiency, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of English language proficiency. Guiding Principle 4 states:

English language learners at all levels of English language proficiency should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. *The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.* (CCSSO, 2013, p. 4; emphasis added)

It is important that educators use a more nuanced approach to scaffolding (Walqui, Bunch, Kibler, & Pimentel, 2013). Scaffolding can be provided to students throughout the process of English language proficiency, not just at the lower English language proficiency levels.

Students at *every* level of English language proficiency will engage in some academic tasks that require little or no scaffolding because the students have already mastered the requisite skills and language; other tasks that require moderate scaffolding because the students can carry out some aspects of the task independently but require linguistic or other support for other aspects; and tasks that require substantial scaffolding because they entail cognitively and linguistically unfamiliar and challenging content or skills. (Walqui et al., 2013, p. 5; emphasis in original)

References

- Bailey, A.L. (2013). *Implications of the Common Core for English Language Development/Proficiency (ELD/P) Standards: A role for learning progressions of language development*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bailey, A.L., & Heritage, M. (2008). *Formative assessment for literacy, grades K-6: Building reading and academic language skills across the curriculum*. Thousand Oaks, CA: Corwin/Sage Press.
- Bailey, A.L., & Heritage, M. (2010). *English language proficiency assessment foundations: External judgments of adequacy*. Evaluating the Validity of English Language Proficiency Assessments (An Enhanced Assessment Grant). Retrieved July 3, 2013, from <http://www.eveaproject.com/doc/Generic%20ELPA%20Foundations%20Document%20FINAL%208%202%2010.pdf>.
- Bailey, A.L., & Kim Wolf, M. (2012). *The challenge of assessing language proficiency aligned to the Common Core State Standards and some possible solutions*. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013
- Bailey, A.L., Reynolds Kelly, K., Heritage, M., Jones, B. & Bernstein-Blackstock, A. (October, 2013). Creation and Study of Prototype Dynamic Language Learning Progressions and Development of the DRGON System: Pilot Phase Report- Revised. Unpublished Manuscript. The DLLP Project.
- Bunch, G., Kibler, A., & Pimentel, S. (2013, May). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Retrieved July 12, 2013
- Cook, H.G., White, P., Castro, M., Patton, M., & Bird, B. (2012). Meeting the language demands of Common Core State Standards: Sample English language proficiency descriptors for mathematics in grades 6-8. In Council of Chief State Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html
- Cowie, A.P. (1998) Introduction. In A.P. Cowie (Ed.), *Phraseology: Theory, analysis, and application* (pp. 1-20). Oxford, England: Clarendon Press Oxford.
- Council of Chief State School Officers (CCSSO). (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: Author. Retrieved November 3, 2012 Council of Chief State School Officers (CCSSO). (2013). *English language proficiency standards*. Washington, DC: Author.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Cummins, J. (2005). Language proficiency, bilingualism, and academic achievement. In P. Richard-Amato & M. Snow (Eds.), *Academic success for English language learners* (pp. 76-86). New York: Pearson.
- Duranti, A., & Goodwin, C. (1992). *Rethinking context: Language as an interactive phenomenon*. New York: Cambridge University Press.
- Ferguson, C. (1983). Sports announcer talk: Syntactic aspects of register variation. *Language and Society*, 12(2), 153-172.

References, cont.

- Fillmore, C. (1975). Topics in lexical semantics. In R.W. Cole (Ed.), *Current issues in linguistics* (pp. 76-138). Bloomington, IN: Indiana University Press.
- Gee, J. (1999). *An introduction to discourse analysis theory and method* (2nd ed.). New York: Routledge.
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Lee, O., Quinn, H., & Valdes, G. (2013). Science and language for English language learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English language arts and mathematics. *Educational Researcher*, 42(4), 223-233. Retrieved June 26, 2013
- Perie, M. (2008). A guide to understanding and developing performance-level descriptors. *Educational Measurement: Issues and Practice*, 27(4), 15-29.
- Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93-102.
- Shuy, R. (1981). A holistic view of language. *Research in the Teaching of English*, 15, 101-111.
- Unsworth, L.(2001) Evaluating the language of different types of explanations in junior high school science texts. *International Journal of Science Education* 23(6):585-609
- Valdes, G., Walqui, A., Kibler, A., & Alvarez, L. (2012). Meeting the language demands of the Common Core State Standards: Sample English language proficiency descriptors. In Council of Chief State School Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.
- Van Lier, L., & Walqui, A. (2012). Language and the common core. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013, from <http://ell.stanford.edu/publication/language-and-common-core-state-standards>.
- Walqui, A., Bunch, G., Kibler, A., & Pimentel, S. (2013, May). Post-script. *Key reconceptualizations for ELA teachers in enacting effective instruction for ELLs in the Common Core*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Retrieved July 12, 2013, from http://ell.stanford.edu/sites/default/files/events/Bunch-Kibler-Pimentel_AERA_2013-04-08.pdf.