# English Language Proficiency Standards





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Department of Education & Workforce

# Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, 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 (ELLs) to be successful in schools.

The 10 ELP Standards highlight a strategic 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) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, "What might an ELL's language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?"

## How to Navigate this Document

The ELP 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 toolbar. The ELP Standards with correspondences are labeled using the dot notation system (e.g., ELP Kindergarten Standard 3 = ELP.K.3.).

## **Guiding Principles**

## 1. Potential

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate<sup>1</sup> curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their



<sup>&</sup>lt;sup>1</sup> Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.

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native-English-speaking peers, "it is possible [for ELLs] 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 ELLs 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 ELP 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 entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELLs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. "Research has shown that ELLs 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 the Common Core State Standards (CCSS) for ELA section "Reading: Foundational Skills" (NGA Center & CCSSO, 2010) 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 Plans [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 ELP 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 the use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELLs.



## **Design Features of the Standards**

The 10 ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) 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 ELLs' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ELD 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/ELD teachers must cultivate a deeper knowledge of the disciplinary language that ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD 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 ELP Standards describe targets for ELL performance by the end of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP 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 ELL 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, ELL 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").





For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard's importance to ELLs' participation in the practices called for by college-and-career-ready ELA & Literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

## TABLE 1. ORGANIZATION OF THE ELP 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 ELLs to engage in the central content-specific practices associated with ELA & 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 home in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

The ELP 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 ELP standard and descriptor should be reached and what additional topics should be addressed.



## **Alternate Organization of the ELP Standards**

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive<sup>2</sup>, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs 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 the CCSS for ELA Language domain).



<sup>&</sup>lt;sup>2</sup> The terms receptive and productive language functions were used for the ELP 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 CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

Modalities	Domains		Corresponding ELP Standards
<b>Receptive modalities</b> <sup>3</sup> : 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	Listening and	1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content to develop a personal reaction. (Phillips, 2008, p. 96)	Reading	8	Determine the meaning of words and phrases in oral presentations and literary and informational text
<b>Productive modalities:</b> The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not		3	Speak and write about grade-appropriate complex literary and informational texts and topics
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	Speaking and Writing	4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence
learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)		7	Adapt language choices to purpose, task, and audience when speaking and writing
<b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and]	Listening,	2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
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			Conduct research and evaluate and communicate findings to answer questions or solve problems
as language proficiency develops. (Phillips, 2008, p. 96)	Writing	6	Analyze and critique the arguments of others orally and in writing



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

## **Grades 6-8 ELP Standards**

## **GRADES 6-8: STANDARDS 1 AND 2**

Ε	LP Standard	By the	end of each English	language proficiency	<b>ر level, an</b> English Langua	ge Learner <b>can</b>
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL 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: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • 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> <li>use an increasing range of strategies to:</li> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	use a wide range of strategies to: • 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 ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>



Ε	LP Standard	B	y the end of each Englis	h language proficiency	l <mark>evel, an</mark> English Language Leai	rner can
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	• communica te simple information about familiar texts, topics, and experiences.	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts about familiar texts, topics, experiences, or events.</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details about familiar texts, topics, and experiences.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.</li> </ul>
6-8.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	<ul> <li>construct a claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>	<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>
6-8.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>gather information from a few provided sources</li> <li>label colle cted infor mati on.</li> </ul>	<ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> </ul>

## GRADES 6-8: STANDARDS 3, 4, AND 5



Ε	LP Standard	E	By the end of each Engl	ish language proficiency lev	<b>vel, an</b> English Language L	earner <b>can</b>
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.6	An ELL can analyze and critique the arguments of others orally and in writing.	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>	<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>
6-8.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations , reading, and being read to.</li> </ul>	<ul> <li>with emerging control,</li> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>	<ul> <li>with developing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>with increasing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>with ease,</li> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>
6-8.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a	<ul> <li>using context, visual aids, reference materials, and knowledge of morphology in their native language,</li> <li>determine the meaning of frequently occurring words, phrases, and expressions in texts about</li> </ul>	<ul> <li>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</li> <li>determine the meaning of general academic and content-specific words and phrases and frequently</li> </ul>	<ul> <li>using context, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> </ul>

## GRADES 6-8: STANDARDS 6, 7, AND 8



E	LP Standards		By the end of each Engli	sh language proficiency level,	an English Language Learne	er can
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8-9	An ELL can . create clear and coherent grade- appropriat e speech and text.	<ul> <li>with support</li> <li>(including context and visual aids)</li> <li>and non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> </ul>	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> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion with developing control.</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section with increasingly independent control.</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informational topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>
6-8.10	An ELL can . make accurate use of standard English to communic ate in grade- appropria te speech and	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct most misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>

## **GRADES 6-8: STANDARDS 9 AND 10**



## **Supporting Tools**

K-12 Practices Matrix

Grade Level ELA Standards Matrices

Grade Level ELP Standards with Correspondences to ELA Standards

Grade Level Literacy Standards Matrices

Grade Level ELP Standards with Correspondences to Literacy Standards

# Design Features of the Correspondences with English Language Arts/Literacy, Mathematics, and Science Standards

To ensure the ELP standards specify the language that all ELLs must acquire in order to successfully engage with college-and-career-ready standards in ELA & Literacy, mathematics, and science, two methods of correspondence mappings have been conducted for these ELP Standards:

1. **Correspondences with the CCSS for Mathematics and Next Generation Science Standards (NGSS) Practices** Following the guidance found in the CCSSO *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (the "<u>CCSSO ELPD Framework</u>") (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The <u>CCSS Standards for Mathematical Practices a.k.a., the Mathematical Practices</u> are the first eight standards for the CCSS for Mathematics and the <u>NGSS Science and Engineering Practices</u> are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).



2. Correspondences with the CCSS for ELA & Literacy Standards

A second type of correspondence analysis was conducted to show the relationship between the ELP Standards and the language demands found in the CCSS for ELA & Literacy<sup>4</sup>. This second set of correspondences is particularly useful as the ELP Standards and the CCSS for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

## WHAT ARE THE PRACTICES?

The term *practices* refers to behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years. The term "practices" is used rather than "processes" or "inquiry skills" to emphasize that engaging in [discipline-specific] investigation requires not only skill but also knowledge that is specific to each practice (NRC, 2012, p. 30).

The practices identified within the CCSS for Mathematics and the NGSS are key parts of the standards themselves<sup>5</sup>. Because the CCSS for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created for the CCSSO ELPD Framework through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.



<sup>&</sup>lt;sup>4</sup> As noted in the CCSS for ELA & Literacy, the K–5 standards focus on reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher; grades 6–12 are covered in two content area–specific sections, the first for English language arts teachers and the second for teachers of history/social studies, science, and technical subjects.

<sup>&</sup>lt;sup>5</sup> States who are applying for flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, must have ELP Standards that correspond to the state's college-and-career-ready standards.

#### Figure 1: Venn Diagram showing relationships and convergences among the Mathematics, Science, and ELA Practices<sup>6</sup>



LANGUAGE

#### Found in:

Ohio's Learning Standards for Mathematics (practices) Ohio's Learning Standards for English Language Arts (student capacity)

ELPD Framework (English language arts "practices") NGSS (Science and Engineering practices)

#### Notes:

MP1-MP8 represent Ohio's Learning Standards for Mathematical Practices (p. 6-8) SP1-SP8 represent NGSS Science and Engineering Practices

EP1-EP6 represent Ohio's Learning Standards for English Language Arts "practices" as defined by the ELPD Framework (p. 11)

EP7 represents Ohio's Learning Standards for English Language Arts student "capacity" (p. 7)

<sup>6</sup> Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford. CA: Stanford University.



# Why are no correspondence analyses shown between the ELP standards and the Ohio's Learning Standards for Mathematics and the NGSS Core Ideas?

In coordination with the ELPD Framework authors, the WestEd ELP Standards development team followed the ELPD Framework method for ELP Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and ELA practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach ELP 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. For example, the central overlap of the three circles highlights the central role of evidence in the CCSS and the NGSS. In comparison, the ELP Standards address the types of *language proficiency* that ELLs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Standard than the groupings shown in Figure 1). "By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELLs 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 ELA Standards Matrix is to help teachers design lesson plans which leverage the strongest correspondences between the ELP Standards and the CCSS and NGSS. However, depending on the instructional activity, and as educators' familiarity with the standards is built, educators may identify other correspondences that also make sense. 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.



## **K-12 Practices Matrix**

Use the K-12 Practices Matrix to identify a practice and its corresponding ELP Standard.

Practices	ELP Standards									
ELA "Practices <sup>6</sup> " (EP)	1	1 2		4	5	6	7	8	9	10
<b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
<b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience			EP2	EP2		EP2	EP2		EP2	EP2
<b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others										
<b>EP4.</b> Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
<b>EP5.</b> Build upon the ideas of others and articulate their own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
<b>EP6.</b> Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6
Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										
Science Practices (SP)	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8								

<sup>&</sup>lt;sup>6</sup> While the CCSS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCSS for ELA do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

## **Grade 6 English Language Arts Standards Matrix**

	ELP Standards		Correspondi	ng CCSS for El	A Standards	
	ELP Standards	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

## Legend for Domains

- Speaking and Listening RL Reading for Literature SL Reading for Informational Texts RI L Language
- W Writing



## Grade 6 English Language Proficiency Standards (English Language Arts Correspondences) GRADE 6: STANDARD 1

ew key words es in oral rations and	Level 2 use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	Level 3 use a developing set of strategies to: 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.	Level 4use an increasing rangeof strategies to:determine two or morecentral ideas or themesin oral presentations orwritten textexplain how the centralideas/themes aresupported by specifictextual detailssummarize a simple text.	Level 5 use a wide range of strategies to: determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence
ew key words es in oral ations and tten texts.	<ul> <li>of strategies to:</li> <li>identify the main topic in oral communications and simple written texts</li> </ul>	of strategies to: 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	of strategies to: 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	strategies to: determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence
ew key words es in oral rations and tten texts.	• identify the main topic in oral communications and simple written texts	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	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	determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence
es in oral tations and tten texts.	in oral communications and simple written texts	idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of	central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details	or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence
ations and tten texts.	and simple written texts	oral presentations or written text explain how the theme is supported by specific details summarize part of	in oral presentations or written text explain how the central ideas/themes are supported by specific textual details	presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence
tten texts.	•	written text explain how the theme is supported by specific details summarize part of	written text explain how the central ideas/themes are supported by specific textual details	text explain how the central ideas/themes are developed by supporting ideas or evidence
	• retell a few key details.	explain how the theme is supported by specific details summarize part of	explain how the central ideas/themes are supported by specific textual details	explain how the central ideas/themes are developed by supporting ideas or evidence
When enga		supported by specific details summarize part of	ideas/themes are supported by specific textual details	ideas/themes are developed by supporting ideas or evidence
When enga		details summarize part of	supported by specific textual details	developed by supporting ideas or evidence
When enga			textual details	ideas or evidence
When enga		the text.		
When enga			summarize a simple text	
When enga			Summarize a Simple text.	summarize a texts.
research by integra	e the reasoning of others. rating, comparing, and synthe vn ideas when working collab		and persevere in solving them.	and define problems.
			A Standarde	
of a text and how i ary of the text distin drama's plot unfo	olds in a series of episodes	<b>RI.2.</b> Determine a central details; provide a sur judgments.	dea of a text and how it is conve nmary of the text distinct from p	ersonal opinions or
.g., through examp ice of reading a sto eo, or live version	ples or anecdotes). ory, drama, or poem to of the text, including			
	ry of the text disti drama's plot unf acters respond or g., through exam ice of reading a sta eo, or live version ear" when reading vatch.	ary of the text distinct from personal opinions of drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes). Ince of reading a story, drama, or poem to eo, or live version of the text, including ear" when reading the text to what vatch.	<ul> <li>details; provide a sur judgments.</li> <li>drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes).</li> <li>ice of reading a story, drama, or poem to eo, or live version of the text, including ear" when reading the text to what vatch.</li> <li>alysis of what the text says explicitly as well as inferences drawn from the text is a series of episodes acters respond or change as the plot moves g., through examples or anecdotes).</li> <li>RI.3. Analyze in detail how quantitatively as well as inferences drawn from the text is a series of episodes acters respond or change as the plot moves g.</li> <li>RI.4. Integrate information quantitatively as well as inferences drawn from the text is a series of well as inferences drawn from the text is a series of well as inferences drawn from the text is a series of well as inferences drawn from the text is a series of well as inferences drawn from the text is a series of text is a series of the text is a series of tex</li></ul>	<ul> <li>a drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes).</li> <li>b drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes).</li> <li>c e of reading a story, drama, or poem to eo, or live version of the text, including ear" when reading the text to what</li> <li>d tails; provide a summary of the text distinct from p judgments.</li> <li>RI.3. Analyze in detail how a key individual, event, or idea in different media or quantitatively) as well as in words to develop a coher or issue.</li> </ul>



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	By the end of each English language proficiency level, an English Language Learner can							
ELP.6-8.2.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can Dearticipate in grade- appropriate oral and written exchanges of information, ideas, and analyses, esponding to peer, audience, or reader comments and questions	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> </ul>	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others and express their own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas			
complex texts w <b>EP5.</b> Build upon the id	es of a range of grade-level	MP1. Make sense of prosolutions of the sense of prosolution of the sense of prosolution of the sense of the solving the sense of the solving the sense of the solving the sense of the sens	blems and persevere in	<b>cific practices:</b> <b>SP4.</b> Analyze and interpret data <b>SP6.</b> Construct explanations ar <b>SP8.</b> Obtain, evaluate, and con	nd design solutions.			
	When eng	aging in tasks aligned wit	h the following Grade 6 EL	A Standards:				
of keyboarding <b>SL.1.</b> Engage effective	g skills to type a minimum of th	ree pages in a single sitting. iscussions (one-on-one, in grou		with others; demonstrate suffic erse partners on grade 6 topics, t				

- 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.
- 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.



	By the end	d of each English langu	age proficiency level, aı	n English Language Learı	ner can	
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics	communicate simple information about familiar texts, topics, and experiences.	deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details about familiar texts, topics, and experiences.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.</li> </ul>	
	When en	gaging in one or more of t	he following content-spec	ific practices:		
texts with evidence. EP2. Produce clear and co development, organi		<ul><li>MP1. Make sense of prob solving them.</li><li>MP6. Attend to precision</li></ul>	·	<b>SP6.</b> Construct explanations and design solutions. <b>SP8.</b> Obtain, evaluate, and communicate information.		
	When enga	ging in tasks aligned witl	h the following Grade 6 EL	A Standards:		
<ul> <li>a. Introduce a topic; formatting (e.g., b. Develop the topic v</li> <li>c. Use appropriate tr</li> <li>d. Use precise langua</li> <li>e. Establish and mair</li> <li>f. Provide a concludi</li> <li>W.3. Write narratives to de</li> <li>a. Engage and orient</li> <li>b. Use narrative tech</li> <li>c. Use a variety of tra</li> <li>d. Use precise words</li> <li>e. Provide a conclusie</li> <li>SL.4. Present claims and fi</li> </ul>	organize ideas, concepts, and i headings), graphics (e.g., char with relevant facts, definitions, ansitions to clarify the relation ge and domain-specific vocab ntain a formal style. ng statement or section that for velop real or imagined experie the reader by establishing a co niques, such as dialogue, pacir nsition words, phrases, and cla and phrases, relevant descript on that follows from the narrat	nformation, using strategies s ts, tables), and multimedia w concrete details, quotations, ships among ideas and conce ulary to inform about or expla- ollows from the information o nces or events using effective ontext and introducing a narra g, and description, to develop uses to convey sequence and ive details, and sensory langu ed experiences or events. ally and using pertinent desc	such as definition, classification hen useful to aiding comprehe , or other information and exar opts. ain the topic. r explanation presented. technique, relevant descriptiv ator and/or characters; organiz p experiences, events, and/or c d signal shifts from one time fra lage to convey experiences and	nples. e details, and well-structured ev te an event sequence that unfolo characters. ame or setting to another.	use/effect; include rent sequences. ds naturally and logically.	



	By the en	d of each Englis	h langua	ige proficiency level, an	English Language Lear	ner can	
LP.6-8.4.	Level 1 Level 2		2	Level 3	Level 4	Level 5	
n ELL can onstruct grade- ppropriate oral nd written claims nd support them with reasoning and vidence	Express an opinion about a familiar topic. • give a reason to support the claim		c familiar topic • introduce the topic m. • provide several supporting reasons or facts in a logical order • provide a concluding		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> <li>Construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a</li> </ul>	
	When en	gaging in one or I	more of th	ne following content-spec	ific practices:		
development, o task, purpose, ar EP3. Construct valid a the reasoning of EP5. Build upon the id when working co	<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific message</li> </ul>		anc oth <b>MP6.</b> Atte	end to precision.	<ul><li>SP4. Analyze and interp</li><li>SP7. Engage in argume</li><li>SP8. Obtain, evaluate, a communicate info</li></ul>	nt from evidence. and	
	When enga	aging in tasks alig	gned with	the following Grade 6 ELA	Standards:		
<ul> <li>a. Introduce clai</li> <li>b. Support claim</li> <li>c. Use words, pl</li> <li>d. Establish and</li> <li>e. Provide a con</li> <li>SL.4. Present claims a</li> <li>eye contact, a</li> <li>L.6. Acquire and use</li> </ul>	to support claims with clear rea im(s) and organize the reasons a n(s) with clear reasons and relev mases, and clauses to clarify the maintain a formal style. cluding statement or section th and findings, sequencing ideas la dequate volume, and clear pror accurately grade-appropriate g portant to comprehension or exp	and evidence clearly ant evidence, using relationships amor at follows from the a ogically and using po- nunciation. eneral academic and	r. credible so ng claim(s) a argument p ertinent de	and reasons. presented. scriptions, facts, and details to	accentuate main ideas or the	mes; use appropriate	

provided sources collected	gather inform provided sour record some information.	nation from rces	Level 3 <ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and</li> </ul>	Level 4 <ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> </ul>	<ul> <li>Level 5</li> <li>gather information from multiple print and digita sources</li> <li>use search terms</li> </ul>
provided sources collected	<ul><li>provided sour</li><li>record some</li></ul>	rces	<ul> <li>multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and</li> </ul>	<ul><li>multiple print and digital sources</li><li>use search terms</li></ul>	multiple print and digita sources
duct research and • label collected • record some			<ul> <li>information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	effectively <ul> <li>(at Grade 8) evaluate th credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format f citations.</li> </ul>
ge from research by in g ideas from texts. ers and articulate his o pratively.	tegrating, or her own		•	SP6. Construct explanation	is and design solutions.
When en	gaging in tasks	aligned with	the following Grade 6 ELA S	tandards:	
	e of grade-level compl ge from research by in ng ideas from texts. ers and articulate his oratively. ommunicate context-s When en jects to answer a ques n from multiple print a	e of grade-level complex texts with ge from research by integrating, ng ideas from texts. ers and articulate his or her own oratively. ommunicate context-specific When engaging in tasks jects to answer a question, drawing on n from multiple print and digital source	e of grade-level complex texts with ge from research by integrating, ing ideas from texts. ers and articulate his or her own paratively. bommunicate context-specific When engaging in tasks aligned with jects to answer a question, drawing on several source n from multiple print and digital sources; assess the cr	e of grade-level complex texts with       MP1. Make sense of problems and persevere in solving them.         ge from research by integrating, in gideas from texts.       mers and articulate his or her own pratively.         ormmunicate context-specific       when engaging in tasks aligned with the following Grade 6 ELA S ignets to answer a question, drawing on several sources and refocusing the inquiry wh	When engaging in one or more of the following content-specific practices:         e of grade-level complex texts with ge from research by integrating, ig ideas from texts.         ers and articulate his or her own oratively.         ommunicate context-specific         When engaging in tasks aligned with the following Grade 6 ELA Standards:         When engaging in tasks aligned with context and information.

**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.



	By the end	d of each English lang	uage proficiency level, an	ı English Language Lear	ner can	
LP.6-8.6.	Level 1	Level 2	Level 3	Level 4	Level 5	
<ul> <li>identify a point an author or a speaker makes.</li> <li>identify the ma argument an argument argu</li></ul>		<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>	<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevan and sufficient to support the claims</li> <li>cite textual evidence to consert the ordence is</li> </ul>	
<ul> <li>When engaging in one or n</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> </ul>		priate to MP3 ritique the from	<ul> <li>f the following content-spec</li> <li>Make sense of problems and per in solving them.</li> <li>Construct viable arguments and critique reasoning of others.</li> </ul>	rsevere SP1. Ask questions SP6. Construct exp design solution	ons. ument from evidence. ate, and	

**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.



guage choices to task and se frequently general and content- se adapt choice accor task, a use ar numb	language es and style ding to purpose, and audience n increasing	Level 4 ith increasing ease, adapt language choices and style according to purpose, task, and audience use a wider range of	Level 5 with ease, • adapt language choices and style according to purpose, task, and audience,
guage choices to task and se frequently general and content- se adapt choice accor task, a use ar numb	language es and style ding to purpose, and audience n increasing	adapt language choices and style according to purpose, task, and audience	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> </ul>
to task and choice se frequently general use an and content-	es and style ding to purpose, and audience nincreasing	choices and style according to purpose, task, and audience	choices and style according to purpose, task, and audience,
<ul> <li>dapt language choices ccording to task and udience</li> <li>egin to use frequently ccurring general cademic and content- becific words and hrases in onversations and iscussions.</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content- specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written</li> </ul>		style and tone throughout most of	choices and style according to purpose,
e or more of the follow	ing content-specific p	practices:	
t, <b>MP6.</b> Attend to pr ages.	SP6.	Construct explanations and	design solutions.
t	show contro tone i e or more of the follow MP6. Attend to pro- ages.	Show developing control of style and tone in oral or written     Ge or more of the following content-specific MP6. Attend to precision.     SP1. SP6. SP8.	Show developing control of style and tone in oral or written     SP1. Ask questions and define pre- SP6. Construct explanations and SP8. Obtain, evaluate, and comm

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

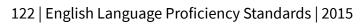
**L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



	By the end	of each Englis	h langua	ge proficiency level, an	English Language Lea	rner can	
ELP.6-8.8.	Level 1	Level 2 Le		Level 3	Level 4	Level 5	
An ELL can       relying heavily on context, visual aids, and knowledge of morphology in their native language,         presentations and literary and informational text       • recognize the meaning of a few frequently occurring words and simple phrases         in texts about familiar		<ul> <li>using context, visual aids, reference materials, and knowledge of morphology in their native language,</li> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> </ul>		<ul> <li>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</li> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> <li>in texts about familiar topics, experiences, or</li> </ul>	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.	<ul> <li>using context, reference materials, and</li> <li>knowledge of English</li> <li>morphology,</li> <li>determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and</li> <li>figurative and connotative language (e.g., metaphor, personification)</li> <li>in texts about a variety of</li> </ul>	
						topics, experiences, or	
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c	ge of grade-level complex text communicate context-specific	s with evidence. messages.	MP1. Mak pers	following content-specific te sense of problems and severe in solving them.	<b>SP1.</b> Ask questions and defi <b>SP8.</b> Obtain, evaluate, and		
Literature	wnen engagin	g in tasks aligno		e following Grade 6 ELA S nformational Text	tandards:		
<ul> <li>RL.4. Determine the meaning of including figurative and on meaning and tone.</li> <li>L.4. Determine or clarify the ma. Use context (e.g., the or b. Use common, grade-apc. Consult reference mater precise meaning or it d. Verify the preliminary d</li> <li>L.5. Demonstrate understandia. Interpret figures of speceb. Use the relationship be</li> </ul>	connotative meanings; analyz eaning of unknown and multi verall meaning of a sentence o propriate Greek or Latin affixe rials (e.g., dictionaries, glossa s part of speech. etermination of the meaning ng of figurative language, wor ech (e.g., personification) in co tween particular words (e.g., o	the impact of a sple-meaning word or paragraph; a word as and roots as clu ries, thesauruses) of a word or phras d relationships, ar pontext. cause/effect, part/	Including <b>F</b> specific wor ds and phras ord's positio tes to the mo , both print se (e.g., by cl and nuances whole, item	<b>RI.4.</b> Determine the meaning or d choice figurations figurations for a set based on grade 6 reading a control of the function in a sentence) at eaning of a word (e.g., <i>audient</i> and digital, to find the pronur hecking the inferred meaning	tive, connotative, and technica and content, choosing flexibly is a clue to the meaning of a wo <i>ce, auditory, audible</i> ). Inciation of a word or determin in context or in a dictionary).	al meanings. from a range of strategies. ord or phrase. e or clarify its	
21   English Language Pro	ficiency Standards   20	15				Depart	



	By the end of each English language proficiency level, an English Language Learner can								
LP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can 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> <li>Level 2</li> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> <li>with emerging control.</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> <li>with developing control.</li> </ul>	Level 4 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., however, on the other hand, from that moment on) • provide a concluding section with increasingly independent control.	<ul> <li>Level 5</li> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informational topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>				
	When	I engaging in one or more of t	he following content-speci	l fic practices:					
the developme	and coherent writing in which ent, organization, and style a task, purpose, and audience.	MP1. Make sense of protection of them. MP3. Construct viable reasoning of ot	roblems and persevere in solving arguments and critique hers.	g SP7. Engage in argume SP8. Obtain, evaluate, a communicate info	and				
		ngaging in tasks aligned wit	•	Standards:					
W.2c. Use appropria W.3c. Use a variety o W.4. Produce clear SL.4. Present claim	te transitions to clarify the re of transition words, phrases, a and coherent writing in whic	he relationships among claim(s) lationships among ideas and con and clauses to convey sequence h the development, organization eas logically and using pertinent ne. and clear pronunciation.	ncepts. and signal shifts from one time f 1, and style are appropriate to ta	sk, purpose, and audience.	emes; use				





	By the end of each English language proficiency level, an ELL can								
LP.6-8.10.	Level 1	Level 2	Level 3	Level 4	Level 5				
n ELL can nake accurate use of tandard English to ommunicate in rade-appropriate peech and vriting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, wh that), relative adverbs (e.g., where, when, who subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, ar few complex sentence</li> </ul>	<ul> <li>ich, pronouns (e.g., m)</li> <li>ourselves) and ver</li> <li>the active and pas</li> <li>voices</li> <li>place phrases and</li> <li>clauses within a sentence</li> <li>recognize and corr</li> </ul>	e pronouns e use verbs in the ac and passive voices rbs in place phrases and clauses within a sentence i recognize and corr misplaced and dan modifiers rect produce and expar simple, compound s complex sentences and d, and				
appropriate to ta	When eng d coherent writing in which the isk, purpose, and audience. tures to communicate context-		- · ·	cific practices: MP6. Attend to precision.	<b>SP8.</b> Obtain, evaluate, and communicate information.				
	•	aging in tasks aligned with	•		1				
<ul> <li>a. Ensure that problem</li> <li>b. Use intensive p</li> <li>c. Recognize and</li> <li>d. Recognize and</li> <li>e. Recognize vari</li> <li>conventional la</li> <li>L.3. Use knowledge of</li> <li>a. Vary sentence</li> </ul>	amand of the conventions of sta pronouns are in the proper case (s pronouns (e.g., <i>myself, ourselve</i> , correct inappropriate shifts in p correct vague pronouns (i.e., or ations from standard English in anguage. F language and its conventions v patterns for meaning, reader/li istency in style and tone.	subjective, objective, possessive s). bronoun number and person. nes with unclear or ambiguous their own and others' writing a when writing, speaking, reading	e). antecedents). nd speaking, and identify		ove expression in				



## **Grade 6 Literacy in Content Area Standards Matrix**

	FLD Stondards	CCSS	Literacy Stan	dards	CCSS ELA	LA Standards	
	ELP Standards	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	

#### Legend for Domains

RHReading in History/Social StudiesSLSpeaking and ListeningRSTReading in Science and Technical SubjectsLLanguageWSTWriting in History/Social Studies, Science and Technical Subjects



# Grade 6 English Language Proficiency Standards (with Literacy Content Area **Correspondences**)

## **GRADE 6: STANDARD 1**

ELP.6-8.1.		l of each English langua	age proficiency level, an English Language Learner can				
	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	use a very limited set of	use an emerging set	use a developing set	use an increasing range	use a wide range of		
construct meaning	strategies to:	of strategies to:	of strategies to:	of strategies to:	strategies to:		
from oral	<ul> <li>identify a few key words</li> </ul>	<ul> <li>identify the main topic</li> </ul>	determine the central	determine two or more	determine central ideas		
presentations and	and phrases in oral	in oral communications	idea or theme in simple	central ideas or themes	or themes in oral		
literary and	communications and	and simple written texts	oral presentations or	in oral presentations or	presentations or written		
informational text	simple written texts.	<ul> <li>retell a few key details.</li> </ul>	written text	written text	text		
through grade-			explain how the theme is	explain how the central	explain how the central		
appropriate			supported by specific	ideas/themes are	ideas/themes are		
listening, reading,			details	supported by specific	developed by supporting		
and viewing			summarize part of the	textual details	ideas or evidence		
			text.	summarize a simple text.	summarize a text.		
<b>EP5.</b> Build upon the ide	as of others and articulate their	own ideas when working collab	-	them.	problems.		
	When engaging in tas	ks aligned with the follow	ing Grade 6 Literacy in Co	ntent Area Standards:			
History/Social Studies		-	Science/Technical Subjects	5			
RH.1 Cite specific textua	When engaging in tas	-	Science/Technical Subjects RST.1 Cite specific textual e		science and		
<b>RH.1</b> Cite specific textua technical sources.	al evidence to support analysis o	of primary and secondary	Science/Technical Subjects RST.1 Cite specific textual e texts.	s vidence to support analysis of			
<ul><li>RH.1 Cite specific textua technical sources.</li><li>RH.2 Determine the cen</li></ul>		of primary and secondary mary or secondary source;	Science/Technical Subjects RST.1 Cite specific textual e texts. RST.2 Determine the centra	5	provide an accurate		
<ul><li>RH.1 Cite specific textua technical sources.</li><li>RH.2 Determine the cen provide an accurat opinions.</li></ul>	al evidence to support analysis o tral ideas or information of a pri te summary of the source distinc	of primary and secondary mary or secondary source; ct from prior knowledge or	Science/Technical Subjects RST.1 Cite specific textual e texts. RST.2 Determine the centra summary of the text RST.3 Follow precisely a mu	s vidence to support analysis of Il ideas or conclusions of a text distinct from prior knowledge Iltistep procedure when carryi	provide an accurate or opinions.		
<ul> <li>RH.1 Cite specific textual technical sources.</li> <li>RH.2 Determine the cen provide an accurat opinions.</li> <li>RH.3 Identify key steps in the second second</li></ul>	al evidence to support analysis o tral ideas or information of a pri te summary of the source distinc in a text's description of a proces	of primary and secondary mary or secondary source; ct from prior knowledge or ss related to history/social	Science/Technical Subjects RST.1 Cite specific textual e texts. RST.2 Determine the centra summary of the text RST.3 Follow precisely a mu measurements, or po	s vidence to support analysis of Il ideas or conclusions of a text distinct from prior knowledge Iltistep procedure when carryi erforming technical tasks.	provide an accurate or opinions. ng out experiments, taking		
<ul> <li>RH.1 Cite specific textual technical sources.</li> <li>RH.2 Determine the cen provide an accurat opinions.</li> <li>RH.3 Identify key steps i studies (e.g., how a studi</li></ul>	al evidence to support analysis o tral ideas or information of a pri te summary of the source distinc in a text's description of a proces a bill becomes law, how interest	of primary and secondary mary or secondary source; et from prior knowledge or ss related to history/social rates are raised or lowered).	<ul> <li>Science/Technical Subjects</li> <li>RST.1 Cite specific textual e texts.</li> <li>RST.2 Determine the centra summary of the text</li> <li>RST.3 Follow precisely a mu measurements, or performed and the second structure and</li></ul>	s vidence to support analysis of Il ideas or conclusions of a text distinct from prior knowledge Iltistep procedure when carryi erforming technical tasks. e or technical information expl	provide an accurate or opinions. ng out experiments, taking ressed in words in a text		
<ul> <li>RH.1 Cite specific textual technical sources.</li> <li>RH.2 Determine the cen provide an accurat opinions.</li> <li>RH.3 Identify key steps i studies (e.g., how a RH.7 Integrate visual inf</li> </ul>	al evidence to support analysis of tral ideas or information of a pri te summary of the source distinc in a text's description of a proces a bill becomes law, how interest formation (e.g., in charts, graphs	of primary and secondary mary or secondary source; et from prior knowledge or ss related to history/social rates are raised or lowered). s, photographs, videos, or	<ul> <li>Science/Technical Subjects</li> <li>RST.1 Cite specific textual e texts.</li> <li>RST.2 Determine the central summary of the text</li> <li>RST.3 Follow precisely a mumeasurements, or performed to the text of the text for the text of tex of text of t</li></ul>	vidence to support analysis of I ideas or conclusions of a text distinct from prior knowledge Iltistep procedure when carryi erforming technical tasks. e or technical information expr t information expressed visual	provide an accurate or opinions. ng out experiments, taking ressed in words in a text		
<ul> <li>RH.1 Cite specific textual technical sources.</li> <li>RH.2 Determine the cen provide an accurat opinions.</li> <li>RH.3 Identify key steps i studies (e.g., how a RH.7 Integrate visual inf flowchart, maps</li> </ul>	al evidence to support analysis o tral ideas or information of a pri te summary of the source distinc in a text's description of a proces a bill becomes law, how interest	of primary and secondary mary or secondary source; et from prior knowledge or ss related to history/social rates are raised or lowered). s, photographs, videos, or t and digital texts.	<ul> <li>Science/Technical Subjects</li> <li>RST.1 Cite specific textual e texts.</li> <li>RST.2 Determine the centra summary of the text</li> <li>RST.3 Follow precisely a mumeasurements, or period results.</li> <li>RST.7 Integrate quantitative with a version of that diagram, model, gravitational sectors.</li> </ul>	vidence to support analysis of I ideas or conclusions of a text distinct from prior knowledge Iltistep procedure when carryi erforming technical tasks. e or technical information exp t information expressed visual ph, or table).	provide an accurate or opinions. ng out experiments, taking ressed in words in a text y (e.g., in a		



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By the end of each English language proficiency level, an English Language Learner can								
ELP.6-8.2.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple informati on</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express their own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.			
complex texts w <b>EP5.</b> Build upon the id	s of a range of grade-level ith evidence. leas of others and articulat when working collaboration	MP1. Make sense solving the e his MP6. Attend to p vely.	recision.	e in SP4. Analyze and inter SP6. Construct explana	itions and design solutions. and communicate information.			

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.
  - 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



Department of Education & Workforce

	By the en	d of each Eng	glish langu	age proficiency level, ar	English Language Learner can		
ELP.6-8.3.	Level 1	Lev	el 2	Level 3	Level 4	Level 5	
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> <li>deliver shor oral presentatio</li> <li>compose w narratives of information texts</li> <li>about familiar texts, topics, and experiences.</li> <li>about familia topics, experiences.</li> </ul>		ns ritten r al	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details about familiar texts, topics, and experiences.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.</li> </ul>	
evidence. EP2. Produce clear and c	f a range of grade-level comple coherent writing in which the nization, and style are appropr	x texts with	MP1. Make perse	e following content-specif sense of problems and vere in solving them. d to precision.	SP6. Construct explanation SP8. Obtain, evaluate, and o		
	When engaging in ta	sks aligned wi	th the follow	wing Grade 6 Literacy in Co	ontent Area Standards:		
<ul> <li>a. Introduce a purpose; if</li> <li>b. Develop the</li> <li>c. Use approprie</li> <li>d. Use precise</li> <li>e. Establish an</li> <li>f. Provide a co</li> <li>SL.4* Present claims and eye contact, adeq</li> </ul>	topic clearly, previewing what include formatting (e.g., headir topic with relevant, well-chose riate and varied transitions to c language and domain-specific id maintain a formal style and c oncluding statement or section	is to follow; orga ngs), graphics (e.g en facts, definitio create cohesion a vocabulary to inf objective tone. that follows fron gically and using iciation.	nize ideas, cor g., charts, tabl ns, concrete c nd clarify the form about or n and support pertinent des	ncepts, and information into b es), and multimedia when use letails, quotations, or other inf relationships among ideas and explain the topic. Is the information or explanation	ormation and examples. I concepts.	e to achieving	



		By the end of each	English language profici	ency level, an En	glish Lan	guage Learner can	
ELP.6-8.4.	Level 1	Level 2	Level 3	Level 4		Level 5	
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence	struct grade- ropriate oral written claims support them reasoning and opinion about a familiar topic • give a reason to support the claim. • pro- support them or reasoning and • give a reason to support the claim. • pro- support them or reason to support the claim. • pro- support them or reason to support the claim. • pro- support them or reason to support the claim. • pro- support them or reason to star		<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	iliar topicvariety of topicsroduce the topic• introduce the topicvide several• provide sufficient reasonsoporting reasons oror facts to support thets in a logical order• provide a concludingvide a concluding• provide a concluding		<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>	
		When engaging in on	e or more of the following	content-specific p	actices:		
task, purpose, an EP3. Construct valid a the reasoning of EP5. Build upon the id ideas when work	ganization, and s d audience. rguments from e others. eas of others and ing collaborative	style are appropriate to vidence and critique d articulate his or her own	MP3. Construct viable and critique rea others. MP6. Attend to precisi	soning of	SP7. Enga SP8. Obta	lyze and interpret data. age in argument from evidence. ain, evaluate, and imunicate information.	
a. Introduce evidence b. Support c credible c. Use words d. Establish e. Provide a <b>SL.4*</b> Present claims a	ents focused on claim(s) about a logically. laim(s) with logic sources. s, phrases, and cl and maintain a fo concluding state nd findings, sequ	discipline-specific content. topic or issue, acknowledg cal reasoning and relevant, auses to create cohesion a ormal style. ment or section that follow uencing ideas logically and	ge and distinguish the claim(s) f accurate data and evidence tha nd clarify the relationships amo vs from and supports the argum	rom alternate or oppo at demonstrate an un ong claim(s), counterc nent presented.	osing claims derstanding laims, reaso	, and organize the reasons and gof the topic or text, using	
<b>L.6.</b> Acquire and use a or phrase impo	accurately grade- rtant to comprel	e, and clear pronunciation. -appropriate general acade nension or expression. social studies and science/t	-	s and phrases; gather	vocabulary l	knowledge when considering a word	



	By the	end of each Eng	lish language p	roficiency level, an English	Language Learner can
.P.6-8.5.	Level 1	Level 2	Level	B Level 4	Level 5
n ELL can onduct search and valuate and ommunicate adings to aswer uestions or lve problems •	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>	<ul> <li>gather information from multiple provided printing digital sources</li> <li>summarize or paraphrase observations, ic and information with labeled illustrations, diagrams, or of graphics, as appropriate</li> <li>cite sources.</li> </ul>	and and use search terms effectively or quote or paraphrase th data and conclusions or others, using charts, diagrams, or other graphics, as appropriat	<ul> <li>gital</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>
<b>EP4.</b> Build and and synthe <b>EP5.</b> Build upo working co	Wh nalyses of a range of grade-le present knowledge from rese esizing ideas from texts. n the ideas of others and artic ollaboratively. sh structures to communicate	vel complex texts with arch by integrating, c ulate their own ideas	n evidence. comparing, s when	<b>Dllowing content-specific prac</b> <b>MP1.</b> Make sense of problems and persevere in solving them.	ctices: SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.
relate WHST.8 Gathe and WHST.9 Draw SL.4* Present c eye cor	uct short research projects to d, focused questions that a r relevant information from n quote or paraphrase the data evidence from informational laims and findings, sequencin ntact, adequate volume, and o	answer a question (in llow for multiple aven nultiple print and digit a and conclusions of o texts to support analy g ideas logically and u	cluding a self-gener nues of exploration. tal sources, using se thers while avoidin sis reflection, and re	arch terms effectively; assess the c g plagiarism and following a stand esearch.	l sources and generating additional redibility and accuracy of each source;



	By the end of each English language proficiency level, an English Language Learner can								
ELP.6-8.6.	Level 1	Level 2		Level 3	Level 4	Level 5			
An ELL can analyze and critique the arguments of others orally and in writing	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>		<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to cupper the graduate</li> </ul>			
	When e	ngaging in one	or more of t	he following content-spec	ific practices:				
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> </ul>			<ul> <li>MP1. Make sense of problems and perseveration in solving them.</li> <li>MP3. Construct viable arguments and critique reasoning of others.</li> </ul>		<ul> <li>SP6. Construct explanations and design solutions.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>				
	When engaging in ta	asks aligned wi	th the follow	ving Grade 6 Literacy in Co	ontent Area Standards:				
WHST.1b Support of credible so SL.3* Delineate a subscription of the credible so SL.3* Delineate a subscription of the comparison of the c	among fact, opinion, and reasc claim(s) with logical reasoning urces. speaker's argument and specif	and relevant, acc ic claims, distingu te general acaden	urate data and ishing claims t	findings, and d evidence that demonstrate a that are supported by reasons	abjects among facts, reasoned judgmen speculation in a text. In understanding of the topic of and evidence from claims that gather vocabulary knowledge	r text, using are not.			



	By the end of each English language proficiency level, an English Language Learner can								
LP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5			
n ELL can		with emerging control,		with developing ease,	with increasing ease,	with ease,			
dapt language noices to urpose, task, and udience when beaking and riting	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language c according to task audience</li> <li>begin to use frequ occurring genera academic and co specific words an phrases in conversations an discussions.</li> </ul>	sk and quently ral ontent- and and	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content- specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written</li> </ul>	<ul> <li>academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an orage</li> </ul>			
				e following content-spec	-				
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>			<b>MP6.</b> At	tend to precision.	<ul> <li>SP1. Ask questions and define problems.</li> <li>SP6. Construct explanations and design solutions.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>				
	When engaging in ta	sks aligned with th	ne follow	ving Grade 6 Literacy in (	Content Area Standards:				
	uidance and support from peers ach, focusing on how well purp			· · ·	planning, revising, editing, rewrit	ing, or trying a			
SL.6* Adapt speech	n to a variety of contexts and ta	sks, demonstrating co	ommand	of formal English when indic	ated or appropriate.				
	use accurately grade-appropria arase important to comprehens		and doma	in-specific words and phrase	es; gather vocabulary knowledge	when considering a			



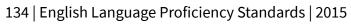
		By the end of each En	glish language proficiency	level, an ELL can	
ELP.6-8.8.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	visual aids, and knowledge of morphology in their native language,reference materials, and knowledge of morphology in their native language,andof words• recognize the meaning of a few frequently occurring words and simple phrases• determine the meaning of frequently occurring words, phrases, and expressions		English morphology (e.g. affixes and roots words).	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.	<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> <li>in texts about a variety of topics, experiences, or events.</li> </ul>
<ul> <li>including vocabula</li> <li>L.4* Determine or clarify         <ul> <li>a. Use context (e.g.,</li> <li>b. Use common, gra</li> <li>c. Consult reference meaning or its pa</li> <li>d. Verify the prelimi</li> </ul> </li> <li>L.5. Demonstrate unders a. Interpret figures of the second secon</li></ul>	aning of words and phrases as the aning of words and phrases as the ry specific to domains related to the overall meaning of a senten de-appropriate Greek or Latin af materials (e.g., dictionaries, glos rt of speech. nary determination of the mean standing of figurative language, w of speech (e.g., personification) i	hey are used in a text, history/social studies. hultiple-meaning words and ce or paragraph; a word's po fixes and roots as clues to th ssaries, thesauruses), both p ing of a word or phrase (e.g. word relationships, and nuan n context.	words and phrase relevant to grades phrases based on grade 6 readir osition or function in a sentence ne meaning of a word (e.g., audio rint and digital, to find the prom , by checking the inferred meaning nees in word meanings.	s caning of symbols, key terms, s as they are used in a specifi 6–8 texts and topics. ng and content, choosing flex ) as a clue to the meaning of ence, auditory, audible). unciation of a word or detern ng in context or in a dictional	ic scientific or technical context hibly from a range of strategies. a word or phrase. nine or clarify its precise
<ul><li>c. Distinguish amon</li><li>* Strongly applies to literation</li></ul>		) of words with similar deno- ience/technical subjects	, item/category) to better unders tations (definitions) (e.g. <i>, stingy,</i>		asteful, thrifty). Depar Educa Workf



	By the en	d of each English langua	ge proficiency level, an	English Language Lear	ner can	
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> </ul>	<ul> <li>with support</li> <li>(including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> <li>with emerging control.</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> <li>with developing control.</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section with increasingly independent</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectivel develop an informational topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>	
	When en	gaging in one or more of th	ne following content-speci	fic practices:		
the developme appropriate to	and coherent writing in which ent, organization, and style are task, purpose, and audience.	MP1. Make sense of pro them. MP3. Construct viable a reasoning of oth	blems and persevere in solving arguments and critique ers.	<b>SP7.</b> Engage in argume <b>SP8.</b> Obtain, evaluate, a communicate info	and ormation.	
clauses to create cohesion WHST.4 Produce SL.4* Present c use ap	a <b>aligned with the following</b> n and clarify the relationships ar varied transitions to create co clear and coherent writing in wh claims and findings, sequencing propriate eye contact, adequate literacy in history/social studies	nong claim(s), counterclaims, i hesion and clarify the relations ich the development, organizz ideas logically and using pertir volume, and clear pronunciat	easons, and evidence. <b>WHST</b> hips among ideas and concept ition, and style are appropriate ient descriptions, facts, and def ion.	.2c Use appropriate and s. to task, purpose, and audience	e.	



LP.6-8.10.	Level 1	Level 2	Level 3	Level 4		Level 5
n ELL can nake accurate use f standard English o communicate in rade-appropriate peech and rriting	<ul> <li>vith support (including visual aids and sentences),</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> <li>understand and respond to simple questions.</li> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and a few complex sentences.</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>		, n the ces	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>		
appropriate to <b>EP6.</b> Use English stru L.1. Demonstrate co	nd coherent writing in which t task, purpose, and audience. uctures to communicate conte	he development, organizat xt- specific messages. <b>sks aligned with the fol</b> standard English grammar	lowing Grade 6 Literacy and usage when writing or s	MP6. Attend to precision.	commur	otain, evaluate, and nicate information.
<ul> <li>b. Use intensive</li> <li>c. Recognize an</li> <li>d. Recognize an</li> <li>e. Recognize va in convention</li> <li>L.3* Use knowledge</li> <li>a. Vary sentendom</li> </ul>	pronouns (e.g., <i>myself, oursel</i> d correct inappropriate shifts d correct vague pronouns (i.e. riations from standard English	ves). In pronoun number and per , ones with unclear or ambig in their own and others' wr ons when writing, speaking,	rson. guous antecedents). iting and speaking, and ide reading, or listening.	ntify and use strategies to i	mprove ex	pression





# **Grade 7 English Language Arts Standards Matrix**

	FLD Standarde		Corresponding CCSS for ELA Standards							
	ELP Standards	RL	RI	W	SL	L				
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and	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				

#### Legend for Domains

Reading for Literature RL SL RI Reading for Informational Texts L

Speaking and Listening

Language

W Writing

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# Grade 7 English Language Proficiency Standards (English Language Arts Correspondences) GRADE 7: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can							
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL 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: • identify a few key words and phrases in oral communications and simple written texts.	rategies to: identify a few key words and phrases in oral communications and		<ul> <li>use an increasing range</li> <li>of strategies to:</li> <li>determine two or more</li> <li>central ideas or themes</li> <li>in oral presentations or</li> <li>written text</li> <li>explain how the</li> <li>central ideas/themes</li> <li>are supported by</li> <li>specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul> <li>use a wide range of strategies to:</li> <li>determine central ide or themes in oral presentations or written text</li> <li>explain how the centr ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>			
<b>EP3.</b> Construct valid argu <b>EP4.</b> Build and present kr	a range of grade-level complex ments from evidence and critiq nowledge from research by inte s of others and articulate their c	ue the reasoning of others. grating, comparing, and synthe	oratively.	MP1. Make sense of problems and persevere in solving them.	<b>SP1.</b> Ask questions and define problems.			
over the course of <b>RL.3.</b> Analyze how particu- how shapes the ch- events). <b>RL.7.</b> Compare and contri- text, staged, or mu- each medium (e.g., I <b>RL.1., RI.1.</b> Cite several pi	or central idea of a text and ana the text; provide an objective su lar elements of a story or dram naracters or plot). ast a written story, drama, or po lltimedia version, analyzing the ighting, sound, color, or camera eces of textual evidence to supp eas and supporting details pres	lyze its development over ummary of the text. a interact (e.g., how setting pem to its audio, filmed, effects of techniques unique to a focus and angles in a film). port analysis of what the text sa	<ul> <li>Informational Text</li> <li>RI.2. Determine two or methe course of the text</li> <li>RI.3. Analyze the interactivities influence indivities influence indivities influence analyzing each methe speech affects the image explicitly as well as inferent speech as the influence indivities as the</li></ul>	ore central ideas in a text and analy t; provide an objective summary of ons between individuals, events, a iduals or events, or how individual st a text to an audio, video, or mult lium's portrayal of the subject (e.g. upact of the words).	the text. nd ideas in a text (e.g., s influence ideas or imedia version of the , how the delivery of a			

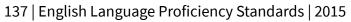
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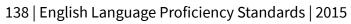
Level 1	Level 2	Level 3			
		Level 3	Level 4	Level 5	
<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key idea</li> </ul>	
of a range of grade-level h evidence.	MP1. Make sense of pro solving them.	blems and persevere in S	<b>P4.</b> Analyze and interpret data <b>P6.</b> Construct explanations ar	nd design solutions.	
en working collaboratively.	MF 0. Attend to precisio	11. <b>J</b>			
	conversational and written exchanges on familiar topics • present simple information • respond to simple questions and some wh- questions. When eng of a range of grade-level nevidence. as of others and articulate en working collaboratively.	conversational and written exchanges on familiar topics       conversational and written exchanges on familiar topics and texts         • present simple information       • present information and ideas         • respond to simple questions and some wh- questions.       • present information and ideas         • respond to simple questions and some wh- questions.       • respond to simple questions and wh- questions.         • When engaging in one or more of to nevidence.       MP1. Make sense of pro- solving them.         • MP6. Attend to precisio	conversational and written exchanges on familiar topicsconversational and written exchanges on familiar topics and textsconversations, discussions, and written exchanges on familiar topics and texts• present simple information • respond to simple questions and some wh- questions.• present information and ideas • respond to simple questions and wh- questions.• present information and ideas • respond to simple questions and wh- questions.• build on the ideas • build on the ideas • express their own ideas • ask and answer relevant questions • add relevant information.When engaging in one or more of the following content-spect solving them. MP6. Attend to precision.S	conversational and written exchanges on familiar topicsconversational and written exchanges on familiar topics and textsconversations, discussions, and written exchanges on familiar topics and textsconversations, discussions, and written exchanges on familiar topics and texts• present simple information • respond to simple questions and some wh- questions.• present information and ideas• build on the ideas of others• build on the ideas of others• respond to simple questions and some wh- questions.• respond to simple questions and some wh- questions.• build on the ideas of others• build on the ideas of others• ask and answer relevant questions • add relevant information information and evidence• ask and answer relevant questions • add relevant information.• ask and answer relevant questions • add relevant information.• MP1. Make sense of problems and persevere in solving them.MP1. Make sense of problems and persevere in solving them.SP4. Analyze and interpret data SP6. Construct explanations ar SP8. Obtain, evaluate, and com	

- to and citing sources.
   SI 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.
- **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.
  - 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.





	By the en	d of each English langu	age proficiency level, an English Language Learner can				
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics	communicate simple information about familiar texts, topics, and experiences.	<ul> <li>presentations</li> <li>compose written</li> <li>compose written</li> <li>compose vritten</li> <li>compose</li> <li>narratives or</li> <li>informational</li> </ul>		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.</li> </ul>		
			the following content-spec		-		
	<ul><li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li><li>EP2. Produce clear and coherent writing in which</li></ul>		<ul><li>MP1. Make sense of problems and persevere in solving them.</li><li>MP6. Attend to precision.</li></ul>		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information.</li></ul>		
the development, or	ganization, and style are						
appropriate to the ta		<u> </u>					
	-		h the following Grade 7 EL				
<ul> <li>a. Introduce a topic of comparison/contrib. Develop the topic of c. Use appropriate trib. Use precise langua e. Establish and mair f. Provide a concludi</li> <li>W.3. Write narratives to de a. Engage and orient b. Use narrative tech c. Use a variety of trad. Use precise words e. Provide a conclusion</li> </ul>	clearly, previewing what is to f ast, and cause/effect; inclue with relevant facts, definitions ansitions to clarify the relation age and domain-specific vocal ntain a formal style. ing statement or section that is velop real or imagined experi- the reader by establishing a c niques, such as dialogue, pac- unsition words, phrases, and c and phrases, relevant descrip on that follows from the narra	ollow; organize ideas, concept de formatting (e.g., headings), s, concrete details, quotations nships among ideas and conce oulary to inform about or expla- follows from and supports the ences or events using effective context and introducing a narr- ing, and description, to develo lauses to convey sequence and tive details, and sensory langu- ited experiences or events.	ts, and information, using strate graphics (e.g., charts, tables), a , or other information and exan epts. ain the topic. information or explanation pre technique, relevant descriptiva ator and/or characters; organiz p experiences, events, and/or c d signal shifts from one time fra tage to convey experiences and	esented. e details, and well-structured ev e an event sequence that unfolo characters. ame or setting to another.	cation, aiding comprehension. vent sequences. ds naturally and logically.		





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	By the en	d of each Englis	h langua	age proficiency level, an English Language Learner can				
LP.6-8.4.	Level 1	Level 2	2	Level 3	Level 4	Level 5		
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence	• express an opinion about a familiar topic.	<ul> <li>construct a clain a familiar topic</li> <li>give a reason to support the clain</li> </ul>	e a reason to • introduce the to		<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>		
development, ou task, purpose, an <b>EP3.</b> Construct valid a the reasoning of <b>EP5.</b> Build upon the ic when working co	d coherent writing in which the rganization, and style are appro id audience. rguments from evidence and co others. Jeas of others and articulate the	priate to ritique eir own ideas	MP3. Cor and oth	<b>ne following content-speci</b> istruct viable arguments I critique reasoning of ers. end to precision.	fic practices: SP4. Analyze and interp SP7. Engage in argumen SP8. Obtain, evaluate, a communicate info	nt from evidence. and		
	When enga	aging in tasks alig	gned with	the following Grade 7 ELA	Standards:			
<ul> <li>b. Support claim(s)</li> <li>c. Use words, phra.</li> <li>d. Establish and ma</li> <li>e. Provide a conclu</li> <li>SL.4. Present claims and eye contact, adee</li> <li>L.6. Acquire and use acc</li> </ul>	to support claims with clear re with logical reasoning and rele ses, and clauses to create cohes aintain a formal style. ding statement or section that findings, emphasizing salient p quate volume, and clear pronur curately grade-appropriate gen t to comprehension or expressio	evant evidence, usin sion and clarify the r follows from the arg points in a focused, o nciation. eral academic and c	g accurate, relationship gument pre coherent m	os among claim(s), reasons, an sented. anner with pertinent descriptio	d evidence. ons, facts, details, and example	es; use appropriate		



	By the en	d of each English <mark>langu</mark>	age proficiency level, an	English Language Lear	ner can
ELP.6-8.5.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	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> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> </ul>
<ul><li>EP4. Build and presen comparing, and s</li><li>EP5. Build upon the ic working collabor</li></ul>	s of a range of grade-level com t knowledge from research by synthesizing ideas from texts. leas of others and articulate th	olex texts with evidence. integrating, eir own ideas when	the following content-speci MP1. Make sense of problems and persevere in solving them.	fic practices: SP3. Plan and carry out ir SP6. Construct explanation SP8. Obtain, evaluate, an communicate inform	ons and design solutions. d
<b>W.7.</b> Conduct short resear	C C		h the following Grade 7 ELA s and generating additional rela		ther research
and investigation. W.8. Gather relevant infor paraphrase the data and digital sources while avoiding plag W.9. Draw evidence from SL.4. Present claims and f	mation from multiple print and and conclusions of others whil , using search terms effectively giarism and following a standar literary or informational texts t	d digital sources, using search e avoiding plagiarism and foll ; assess the credibility and ac rd format for citation. o support analysis, reflection, pints in a focused, coherent m	terms effectively; assess the cre lowing a standard format for cita ccuracy of each source; and quot	dibility and accuracy of each s ation. Gather relevant informa e or paraphrase the data and	source; and quote or tion from multiple print conclusions of others

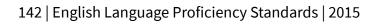


		By the end of	each Ei	nglish language proficie	<u>ency leve</u>	l, an English La	nguage Learner can	
P.6-8.6.	Level 1	Level 1 Level 2		Level 3		Level 4	Level 5	
ELL can alyze and tique the guments of ners orally and in iting	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>		<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>		<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the cash size</li> </ul>	
development, oc task, purpose, a EP3. Construct valid reasoning of otl EP4. Build and presen integrating, con texts.	nd coherent writing in which th organization, and style are appr nd audience. arguments from evidence and o hers. nt knowledge from research by nparing, and synthesizing ideas deas of others and articulate th	e opriate to :ritique the : from	MP1. Ma in MP3. Co an	<b>The following content-spec</b> ake sense of problems and per solving them. onstruct viable arguments ad critique reasoning of hers.	severe S	<ul><li>P1. Ask questions</li><li>P6. Construct expl design solutio</li></ul>	ns. Iment from evidence. Ite, and	
L	When eng	aging in tasks align	ed with	the following Grade 7 ELA	Standard	ls:		

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.



				ge proficiency level,	an English Language Learner can		
ELP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>with emerging cont</li> <li>adapt language choices accordin task and audience</li> <li>begin to use freque occurring genera academic and co specific words an phrases in conversations ar discussions.</li> </ul>	<ul> <li>adapt language choices and style according to udience</li> <li>e frequently eneral nd content- rds and</li> <li>use an increasing number of general academic and conte specific words and phrases in speech ar short written texts</li> <li>show developing control of style and tone in oral or writte text.</li> </ul>		<ul> <li>with increasing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>with ease,</li> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>	
organization, and audience.	and coherent writing in which the nd style are appropriate to the ta	e development, ask, purpose,		<b>ne following content-sp</b> tend to precision.	ecific practices: SP1. Ask questions and define   SP6. Construct explanations ar SP8. Obtain, evaluate, and com	nd design solutions.	
	When eng	aging in tasks aligr	ned with	the following Grade 7 E	LA Standards:		
	e and support from peers and ac ng on how well purpose and aud			vriting as needed by plannir	ng, revising, editing, rewriting, or	trying a new	
<b>SL.6.</b> Adapt speech to a	variety of contexts and tasks, de	monstrating commar	nd of form	al English when indicated o	r appropriate.		
- ··· ···· ···					her vocabulary knowledge when		





	By the e	nd of each Englis	h lang	guage proficiency level	, an English Language Le	earner can
ELP.6-8.8.	Level 1	Level 2		Level 3	Level 4	Level 5
<b>An ELL can</b> 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, visua aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurr words, phrases, a expressions in texts about familiar topics, experiences, or events.	ir ring	<ul> <li>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</li> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.</li> </ul>	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.	<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>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.</li> </ul>
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to o	e of grade-level complex t	exts with evidence.	MP1.	<b>the following content-spe</b> Make sense of problems and persevere in solving them.	SP1. Ask questions and o	define problems. nd communicate information.
<ul> <li>impact repetitions of so section of a story or drama</li> <li>L.4. Determine or clarify the m</li> <li>a. Use context (e.g., the o'</li> <li>b. Use common, grade-ap</li> <li>c. Consult general and sp or clarify its precise m</li> <li>d. Verify the preliminary d</li> <li>L.5. Demonstrate understandi</li> <li>a. Interpret figures of species</li> <li>b. Use the relationship be</li> </ul>	f words and phrases as the e meanings; analyze the im unds (e.g., alliteration) on a a. eaning of unknown and m verall meaning of a senten opropriate Greek or Latin af ecialized reference materia neaning or its part of speec letermination of the meani ng of figurative language, v ech (e.g., literary, biblical, a tween particular words (e.g.	y are used in a text, in pact of rhymes and or a specific verse or star ultiple-meaning word ce or paragraph; a wo fixes and roots as clu als (e.g., dictionaries, th. ng of a word or phras vord relationships, ar and mythological allu g., synonym/antonym	ncluding ther nza of a ls and p ord's po es to th glossar ne (e.g., nd nuar sions) i n, analc	including figurat poem or of a specific phrases based on grade 7 read sition or function in a senten- ie meaning of a word (e.g., <i>be</i> ies, thesauruses), both print a by checking the inferred mea- nces in word meanings. n context. pgy) to better understand eacl	neaning of words and phrases a ive, connotative, and technical c word choice on meaning and t ling and content, choosing flexi ce) as a clue to the meaning of a <i>lligerent, bellicose, rebel</i> ). and digital, to find the pronuncia ning in context or in a dictionar	meanings; analyze the one. bly from a range of strategies. word or phrase. ation of a word or determine y).



	By th	e end of each English lang	uage proficiency level, an	English Language Learner	r can
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5
ELP.6-8.9. An ELL can create clear and coherent grade- appropriate speech and text	Level 1         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	th supportwith supportcluding context and ual aids) and non- rbal(including modeled sentences), • recount a brief sequence of events in ordermmunication, communicate simple• recount a brief sequence of events in ordernformation about an event or topic use a narrow range of vocabulary and• introduce an informational topicvocabulary and syntactically simple• present one or two facts 		<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions</li> <li>provide a concluding section with increasingly independent</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effective develop an informational topic wit facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>
the developm	and coherent writing in which ent, organization, and style are task, purpose, and audience.	them.	oblems and persevere in solvir arguments and critique hers.	sp7. Engage in argume Sp8. Obtain, evaluate, communicate inf	and
<ul> <li>W.2c. Use appropriate tr</li> <li>W.3c. Use a variety of tra</li> <li>W.4. Produce clear and</li> <li>SL.4. Present claims an eye contact, additional contact</li></ul>	es, and clauses to create cohesio ransitions to create cohesion ar ansition words, phrases, and cla coherent writing in which the c d findings, emphasizing salient equate volume, and clear prone a variety of contexts and tasks, c	on and clarify the relationships ad clarify the relationships amo auses to convey sequence and s levelopment, organization, and points in a focused, coherent r unciation.	among claim(s), reasons, and e ng ideas and concepts. signal shifts from one time fram I style are appropriate to task, nanner with pertinent description	evidence. ne or setting to another. purpose, and audience. ions, facts, details, and exampl	es; use appropriate



	By	/ the end of each Engli	sh language proficienc	zy level, an English Languaຄູ	ge Learner can
ELP.6-8.10.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with support</li> <li>(including modeled sentences),</li> <li>use relative pronouns</li> <li>(e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use an increasing number of intensive/reflexive pronouns ( <i>myself, ourselves</i>) and verbs in active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct most misplaced and dangling modif</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses</li> </ul>
		When engaging in one or	more of the following co	ontent-specific practices:	
<b>EP2.</b> Produce clear a appropriate to <b>EP6.</b> Use English stru	task, purpose, and a	MP6. Attend to precision.	<b>SP8.</b> Obtain, evaluate, and communicate information.		
	W	hen engaging in tasks ali	gned with the following	Grade 7 ELA Standards:	
<ul><li>a. Explain the funct</li><li>b. Choose among s</li><li>c. Place phrases an</li><li>L.3. Use knowledge of la</li></ul>	tion of phrases and cl imple, compound, cc nd clauses within a se anguage and its conv	auses in general and their fu omplex, and compound-com ntence, recognizing and corr entions when writing, speaki	plex sentences to signal diffe ecting misplaced and danglir	ring relationships among ideas. ng modifiers.	



# **Grade 7 Literacy in Content Area Standards Matrix**

	ELP Standards		Literacy Sta	andards	CCSS ELA Standards		
	ELP Stanuarus		RST	WST	SL	L	
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and	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	

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science an	d Tech	inical Subjects



# Grade 7 English Language Proficiency Standards (Literacy in Content Area Correspondence) GRADE 7: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can									
ELP.6-8.1. Level 1 Level 2		Level 2	Level 3	Level 4	Level 5					
An ELL canuse a very limited set of strategies to:uconstruct meaning from oral presentations and literary anduse a very limited set of strategies to:uostrategies to:o• identify a few key words and phrases in oral communications ando		use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • 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	<ul> <li>use an increasing range of strategies to:</li> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence					
EP4. Build and present kno	of others and articulate their ov	ue the reasoning of others. grating, comparing, and synthes wn ideas when working collabo	ratively.	and persevere in solving them.	and define problems.					
<ul> <li>RH.2 Determine the cen accurate provide opinions.</li> <li>RH.3 Identify key steps i studies (e.g., how a RH.7 Integrate visual inf flowchart, maps</li> </ul>	al evidence to support analysis s. tral ideas or information of a pro- e an accurate summary of the s n a text's description of a proce a bill becomes law, how interes formation (e.g., in charts, graph s) with other information in prir	of primary and secondary rimary or secondary source; ource distinct from prior knowl ess related to history/social st rates are raised or lowered). Is, photographs, videos, or nt and digital texts.	Science/Technical Subject RST.1 Cite specific textu texts. RST.2 Determine the cert ledge or summary of RST.3 Follow precisely a measurements, of RST.7 Integrate quantita with a version of t diagram, model, g	ts al evidence to support analysis o ntral ideas or conclusions of a tex the text distinct from prior know multistep procedure when carry performing technical tasks. Itive or technical information exp hat information expressed visual	xt; provide an vledge or opinions. ving out experiments, taking pressed in words in a text ly (e.g., in a					

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			Inglish language proficiency l			
ELP.6-8.2.	Level 1 Level		Level 3	Level 4	Level 5	
An ELL can	<ul> <li>participate in</li> </ul>	<ul> <li>participate in</li> </ul>	<ul> <li>participate in</li> </ul>	<ul> <li>participate in</li> </ul>	participate in extended	
participate in grade- appropriate oral and written exchanges of nformation, ideas, and analyses, responding to peer, audience, or reader comments and questions	<ul> <li>short</li> <li>conversational</li> <li>and written</li> <li>exchanges on</li> <li>familiar topics</li> <li>present</li> <li>simple</li> <li>informat</li> <li>ion</li> <li>respond to simple</li> <li>questions and</li> <li>some wh-</li> <li>questions.</li> </ul>	<ul> <li>participate in short</li> <li>conversational and written</li> <li>exchanges on familiar topics</li> <li>and texts</li> <li>present</li> <li>information an ideas</li> <li>respond to</li> <li>simple</li> <li>questions</li> <li>and wh-</li> </ul>	<ul> <li>conversations,</li> <li>discussions, and written</li> <li>exchanges on familiar</li> <li>topics and texts</li> <li>build on the ideas of</li> <li>others</li> <li>express his or her own</li> </ul>	<ul> <li>conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas</li> </ul>	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	
	questions.	questions.		• paraphrase the key ideas expressed.	reflect on the key ideas expressed.	
	Wher	engaging in on	e or more of the following conten	it-specific practices:		
complex texts w EP5. Build upon the id own ideas when WHST.6 Use technology, SL.1* Engage effectively	eas of others and articular working collaboratively <b>When engaging</b> including the Internet, to in a range of collaborative	te their MP6. A model of the second s	Take sense of problems and persevere olving them. ttend to precision. with the following Grade 7 Litera sh writing and present the relationship on-one, in groups, and teacher-led) wit	SP6. Construct explana SP8. Obtain, evaluate, a acy in Content Area Standard os between information and ideas	tions and design solutions. and communicate information. <b>ds:</b> s clearly and efficiently.	
<ul> <li>a. Come to discuss issue to probe a</li> <li>b. Follow rules for</li> <li>c. Pose questions as needed.</li> <li>d. Acknowledge needed</li> </ul>	nd reflect on ideas under o collegial discussions, set s that elicit elaboration and	d or researched m discussion. pecific goals and c respond to others by others and, who	aterial under study; explicitly draw on eadlines, and define individual roles a ? questions and comments with releva en warranted, modify their own views. nnical subjects	s needed.		



	By the end of each English language proficiency level, an English Language Learner can								
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics	• communicate simple information about familiar texts, topics, and experiences.	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>about familiar texts, topics, experiences, or events.</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details about familiar texts, topics, and experiences.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> <li>about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentation</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.</li> </ul>				
<b>EP1.</b> Support analyses of			e following content-specif	ic practices: SP6. Construct explanations					
<ul> <li>complex texts with evidence.</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>		them. <b>MP6.</b> Attend to precision.		<b>SP8.</b> Obtain, evaluate, and communicate information.					
<ul> <li>a. Introduce a purpose;</li> <li>b. Develop th</li> <li>c. Use approp</li> <li>d. Use precise</li> <li>e. Establish a</li> <li>f. Provide a c</li> </ul>	ve/explanatory texts, including a topic clearly, previewing wha include formatting (e.g., head e topic with relevant, well-cho- priate and varied transitions to e language and domain-specifi and maintain a formal style and concluding statement or sectio d findings, emphasizing salient	the narration of historical even t is to follow; organize ideas, c ings), graphics (e.g., charts, tal sen facts, definitions, concrete create cohesion and clarify the c vocabulary to inform about c objective tone. n that follows from and suppo points in a focused, coherent	oncepts, and information into b bles), and multimedia when use details, quotations, or other in e relationships among ideas an or explain the topic. rts the information or explanat	riments, or technical processes. proader categories as appropria eful to aiding comprehension. formation and examples. Id concepts.	te to achieving				
eye contact, ad	d findings, emphasizing salient equate volume, and clear pron cy in history/social studies and	unciation.	manner with pertinent descript	tions, facts, details, and example	es; use appropriate				





	By the end of each English language proficiency level, an English Language Learner can $\ldots$								
_P.6-8.4.	5-8.4. Level 1 Level 2		Level 3	Level 4	Level 5				
n ELL can onstruct grade- opropriate oral nd written claims nd support them ith reasoning and vidence	<ul> <li>express an opinion about a familiar topic.</li> </ul>	<ul> <li>construct a claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>	<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>				
	When	engaging in one or mor	e of the following content-sp	ecific practices:					
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>		ppropriate to nd critique I e their own ideas	<ul> <li>MP3. Construct viable arguments and critique reasoning of others.</li> <li>MP6. Attend to precision.</li> </ul>	<ul> <li>SP4. Analyze and interpret data.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>					
	When engaging i	tasks aligned with the	e following Grade 7 Literacy i	n Content Area Standards:					
a. Introduce clai evidence lo b. Support claim c. Use words, ph d. Establish and e. Provide a con SL.4* Present claims ar eye contact, ac L.6. Acquire and use a	gically. n(s) with logical reasoning a mases, and clauses to creat maintain a formal style. cluding statement or section of findings, emphasizing sa lequate volume, and clear	, acknowledge and disting and relevant, accurate data the cohesion and clarify the on that follows from and su lient points in a focused, c pronunciation. te general academic and d	a and evidence that demonstrate a relationships among claim(s), cou upports the argument presented. coherent manner with pertinent de	opposing claims, and organize the an understanding of the topic or tex nterclaims, reasons, and evidence. escriptions, facts, details, and exam s; gather vocabulary knowledge wh	kt, using credible sources. ples; use appropriate				



	By the en	d of each Eng	lish langua	ge proficiency level, an	English Language Learner can		
ELP.6-8.5.	Level 1 Level		vel 2 Level 3		Level 4	Level 5	
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	Level 2 <ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>		<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	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 fo citations.	
<ul> <li>When engaging in one of grade-level complex texts with evidence.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-</li> </ul>			more of the following content-specific practices:         MP1. Make sense of problems and persevere in solving them.         SP3. Plan and carry out investigations.         SP6. Construct explanations and design SP8. Obtain, evaluate, and communicate information.			ons and design solutions. d	
focused ques WHST.8 Gather relevant or paraphras WHST.9 Draw evidence SL.4* Present claims eye contact,	research projects to answer a stions that allow for multiple a t information from multiple pr e the data and conclusions of from informational texts to su	question (includir avenues of explora int and digital sou others while avoid pport analysis ref ient points in a foo ronunciation.	ng a self-gener ation. urces, using se ding plagiarisr flection, and re cused, cohere	<b>ring Grade 7 Literacy in Con</b> ated question), drawing on sev arch terms effectively; assess the mand following a standard for esearch. nt manner with pertinent descr	eral sources and generating a he credibility and accuracy of mat for citation.	each source; and quote	



	By the e	nd of each English	n language proficiency level, an Englis			h Language Lear	ner can	
LP.6-8.6.	Level 1	Level 2	Level 3			Level 4	Level 5	
n ELL can nalyze and ritique the rguments of others orally and in writing	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an aut a speaker makes</li> <li>identify one rease author or a speal gives to support argument.</li> </ul>	<ul> <li>explain the argument an author or akes</li> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are</li> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to</li> </ul>		<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevan and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>			
<ul> <li>When engaging in one or me EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas</li> </ul>		<ul> <li>MP1. Make sense of problems and persevere in solving them.</li> <li>MP3. Construct viable arguments and critique reasoning of others.</li> </ul>		SP1. Ask questions SP6. Construct exp design solutio	ns. ument from evidence. ate, and			
	When engaging in ta	asks aligned with th	ne follow	ving Grade 7 Literacy in Co	ontent A	rea Standards:		
WHST.1b Support claim SL.3* Delineate a speaker L.6. Acquire and use acc	's argument and specific claim urately grade-appropriate ger to comprehension or expressi	relevant, accurate data ns, evaluating the soun neral academic and dor on.	dness of t main-spec	Science/Technical Studies RST.8 Distinguish among f speculation in a tex ence that demonstrate an und the reasoning and the relevanc cific words and phrases; gathe	acts, reas t. lerstandir ce and suf	ng of the topic or text, ficiency of the evidence	using credible sources.	



	By the end of each English language proficiency level, an English Language Learner can							
ELP.6-8.7. Level 1		Level 2	Level 2 Level 3		Level 4	Level 5		
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read</li> <li>to.</li> </ul>	<ul> <li>with emerging control,</li> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>		<ul> <li>with developing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content- specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>with increasing ease,</li> <li>adapt language</li> <li>choices and style</li> <li>according to purpose,</li> <li>task, and audience</li> <li>use a wider range of</li> <li>general academic</li> <li>and content-specific</li> <li>academic words and</li> <li>phrases</li> <li>maintain consistency in</li> <li>style and tone</li> <li>throughout most of</li> <li>oral or written text.</li> </ul>			
organization, ar and audience.	When eng ind coherent writing in which the nd style are appropriate to the ta uctures to communicate context	e development, ask, purpose,		e following content-spec	cific practices: SP1. Ask questions and define SP6. Construct explanations an SP8. Obtain, evaluate, and con	nd design solutions.		
	When engaging in ta	sks aligned with th	ne follov	ving Grade 7 Literacy in	Content Area Standards:			
approach, fo SL.6* Adapt speech t L.6* Acquire and us or phrase im	cusing on how well purpose and o a variety of contexts and tasks	l audience have been s, demonstrating com general academic and pression.	addresse mand of domain	ed. formal English when indicat	anning, revising, editing, rewritin ed or appropriate. ; gather vocabulary knowledge w			



					English Language Lear	
ELP.6-8.8.	Level 1	Level	2	Level 3	Level 4	Level 5
<ul> <li>ELL can</li> <li>termine the meaning of ords and phrases in oral esentations and literary d informational text</li> <li>recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.</li> <li>relying heavily on context, visual aids, reference materials, and knowledge of morphology in their native language,</li> <li>tercognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.</li> </ul>		<ul> <li>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</li> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.</li> </ul>	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 in texts about a variety of topics, experiences, or events.		
	l When engesin		a af tha fa	llowing content-specific		
<b>EP1.</b> Support analyses of a range <b>EP6.</b> Use English structures to c	ge of grade-level complex texts	s with evidence.	MP1. Mak	e sense of problems and severe in solving them.	<b>SP1.</b> Ask questions and defi <b>SP8.</b> Obtain, evaluate, and e	
	When engaging in tasks a	aligned with the	e following	g Grade 7 Literacy in Cont	ent Area Standards:	
<ul> <li>L.4* Determine or clarify the main a. Use context (e.g., the or b. Use common, grade-applic. Consult general and springer clarify its precise mind. Verify the preliminary discrete for the preliminary discrete f</li></ul>	cific to domains related to his eaning of unknown and multi verall meaning of a sentence of propriate Greek or Latin affixe ecialized reference materials ( neaning or its part of speech. etermination of the meaning of	tory/social studie ole-meaning word or paragraph; a wo es and roots as clu e.g., dictionaries, of a word or phras	s. ds and phras ord's positio ies to the mo glossaries, t se (e.g., by cl	words and phrases context relevant to ses based on grade 7 reading a on or function in a sentence) a eaning of a word (e.g., <i>belliger</i> thesauruses), both print and o hecking the inferred meaning	aning of symbols, key terms, a s as they are used in a specific : o grades 6–8 texts and topics. and content, choosing flexibly s a clue to the meaning of a wo rent, bellicose, rebel). ligital, to find the pronunciatio	scientific or technical from a range of strategies. ord or phrase.
b. Use the relationship be	ech (e.g., literary, biblical, and tween particular words (e.g., s connotations (associations) o	mythological allu synonym/antonyn f words with simila	usions) in co n, analogy) † ar denotatic	ntext. to better understand each of t	the words. respectful, polite, diplomatic, c	ondescending).



	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	with support (including	with support	<ul> <li>recount a short</li> </ul>	<ul> <li>recount a more detailed</li> </ul>	<ul> <li>recount a complex</li> </ul>		
	context and visual aids)	(including modeled	sequence of events,	sequence of events or	sequence of events or		
create clear and	and non-verbal	sentences),	with a beginning,	steps in a process, with a	steps in a process, with		
coherent grade-	communication,	<ul> <li>recount a brief</li> </ul>	middle, and end	beginning, middle, and	a beginning, middle,		
appropriate	• communicate simple	sequence of events in	<ul> <li>introduce and develop</li> </ul>	end	and end		
speech and text	information about	order	an informational topic	<ul> <li>introduce and develop an</li> </ul>	• introduce and effectivel		
	an event or topic	<ul> <li>introduce an</li> </ul>	with a few facts and	informational topic with	develop an		
	• use a narrow range of	informational	details	facts and details	informational topic with		
	vocabulary and	topic	• use common	<ul> <li>use a variety of</li> </ul>	facts and details		
	syntactically simple	<ul> <li>present one or two facts</li> </ul>	transitional words and	transitional words and	<ul> <li>use a wide variety of</li> </ul>		
	sentences	about the topic	phrases to connect	phrases to connect	transitional words and		
		<ul> <li>use some commonly</li> </ul>	events, ideas, and	events, ideas, and	phrases to show		
		occurring linking words	opinions (e.g., after a	opinions (e.g., however,	logical relationships		
		(e.g., next, because, and,	while, for example, in	on the other hand, from	between events and		
		also)	order to, as a result)	that moment on)	ideas		
		• provide a	<ul> <li>provide a conclusion</li> </ul>	<ul> <li>provide a concluding</li> </ul>	• provide a		
	with limited control.	concluding	with developing control.	section	concluding section.		
		statement		with increasingly			
	When eng	aging in one or more of the	following content-speci				
<b>EP2.</b> Produce clear	and coherent writing in which		oblems and persevere in solvi		nt from evidence.		
the developm	ent, organization, and style are	them.	·	SP8. Obtain, evaluate,	and		
appropriate to	task, purpose, and audience.	MP3. Construct viable a	arguments and critique	communicate info	ormation.		

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: STAND	ARD 10
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	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.10.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>		<ul> <li>use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>		
<ul> <li>development, o task, purpose, an</li> <li>EP6. Use English struct</li> <li>L.1. Demonstrate comma a. Explain the functi b. Choose among sin c. Place phrases and</li> <li>L.3* Use knowledge of la a. Choose language</li> </ul>	nd coherent writing in which the rganization, and style are appr nd audience. <u>ctures to communicate contex</u> <b>When engaging in tas</b> and of the conventions of stan on of phrases and clauses in ge mple, compound, complex, an d clauses within a sentence, rea inguage and its conventions with	e M ropriate to t- specific messages. ks aligned with the for dard English grammar an eneral and their function d compound-complex se cognizing and correcting hen writing, speaking, rea and concisely, recognizir	ntences to signal differing relation misplaced and dangling modifien iding, or listening. g and eliminating wordiness and	SP8. Obtain, evaluate, and co Content Area Standards: g. nships among ideas. s.	mmunicate information.		



# Grade 8 English Language Arts Standards Matrix

	ELP Standards		Corresponding CCSS for ELA Standards					
	ELP Standards	RL	RI	W	SL	L		
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and	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		

#### Legend for Domains

RLReading for LiteratureSLSpeaking and ListeningRIReading for Informational TextsLLanguageWWritingLLanguage

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# Grade 8 English Language Proficiency Standards (English Language Arts Correspondence) GRADE 8: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can construct meaning from oral presentations and iterary and nformational text through grade- appropriate istening, reading, and viewing	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • 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> <li>use an increasing range</li> <li>of strategies to:</li> <li>determine two or more</li> <li>central ideas or themes</li> <li>in oral presentations or</li> <li>written text</li> <li>explain how the</li> <li>central ideas/themes</li> <li>are supported by</li> <li>specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul> <li>use a wide range of strategies to:</li> <li>determine central ideas or themes in oral presentation or written text</li> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>		
<b>EP3.</b> Construct valid a <b>EP4.</b> Build and preser	s of a range of grade-level compl rguments from evidence and cri t knowledge from research by ir leas of others and articulate the	ex texts with evidence. tique the reasoning of others itegrating, comparing, and sy	nthesizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	<b>SP1.</b> Ask questions and define problems.		
	When er	gaging in tasks aligned v	vith the following Grade 8 I	ELA Standards:			
course of the text, in provide an objective <b>RL.3.</b> Analyze how partice the action, reveal as <b>RL.7.</b> Analyze the extent faithful to or depa director or actor <b>RL.1., RI.1.</b> Cite the textu	al evidence that most strongly si e of information presented in div	naracters, setting, and plot; s in a story or drama propel a decision. ion of a story or drama stays ating the choices made by th upports an analysis of what tl	of the text, including i summary of the text. <b>RI.3.</b> Analyze how a text ma individuals, ideas, or e categories). RI.7. Evaluate the advan print or digital text he text says explicitly as well as	lea of a text and analyze its deve ts relationship to supporting idea akes connections among and dis events (e.g., through comparison tages and disadvantages of using c, video, multimedia) to present a inferences drawn from the text. and evaluate the motives (e.g., s	as; provide an objective tinctions between s, analogies, or g different mediums (e.g., a particular topic or idea.		



Department of Education & Workforce

	By the en	d of each English lar	nguage proficiency level	, an English Language L	earner can
ELP.6-8.2.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>
	When	engaging in one or mo	re of the following content-	specific practices:	
<ul> <li>Wnen en</li> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> </ul>		MP1. Make sense of problems and persevere in solving them.		<ul><li>SP4. Analyze and interpret da</li><li>SP6. Construct explanations a</li><li>SP8. Obtain, evaluate, and co</li></ul>	and design solutions.
	When en	gaging in tasks aligned	d with the following Grade	8 ELA Standards:	
and collabora <b>SL.1.</b> Engage effectiv	, including the Internet, to produ ate with others. rely in a range of collaborative dis eas and expressing their own clea	cussions (one-on-one, in g			-

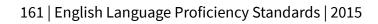
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and 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.



	By the end of each English language proficiency level, an English Language Learner can					
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver short oral presentations</li> </ul>	• deliver short oral	<ul><li> deliver oral presentations</li><li> compose written</li></ul>	<ul><li>deliver oral presentations</li><li>compose written</li></ul>	
speak and write		<ul> <li>compose written</li> </ul>	presentations	narratives or	narratives or	
about grade-		narratives or informational	<ul> <li>compose written narratives or</li> </ul>	informational toyto	informational texts	
appropriate complex		texts	informational	<ul><li>texts</li><li>develop texts with</li></ul>	<ul> <li>develop texts with relevant details, ideas, or information</li> </ul>	
literary and			texts	some specific details	about a variety of texts,	
informational texts	about familiar texts,	about familiar texts,	develop texts with	about a variety of texts,	topics, and experiences.	
	topics, and experiences.	topics, experiences, or	some details	topics, and experience.		
and topics		events.	about familiar texts,			
	When en	gaging in one or more of t	he following content-speci	fic practices:		
<b>EP1.</b> Support analyses texts with evidence	of a range of grade-level comp		roblems and persevere in	SP6. Construct explanation	ons and design solutions. d communicate information.	
development, org	d coherent writing in which the anization, and style are e task, purpose, and audience.	MP6. Attend to precis	ion.			
	When er	ngaging in tasks aligned w	vith the following Grade 8 E	LA Standards:		
<ul> <li>a. Introduce a topic of (e.g., charts, table)</li> <li>b. Develop the topic</li> <li>c. Use appropriate a</li> <li>d. Use precise languate</li> <li>e. Establish and main</li> <li>f. Provide a conclud</li> <li>W.3. Write narratives to deta</li> <li>a. Engage and orienta and logically.</li> <li>b. Use narrative tech</li> <li>c. Use a variety of transitional tr</li></ul>	clearly, previewing what is to for s), and multimedia when usefu with relevant, well-chosen fact nd varied transitions to create age and domain-specific vocab ntain a formal style. ing statement or section that for evelop real or imagined experie t the reader by establishing a co uniques, such as dialogue, pacin ansition words, phrases, and cla vents.	ollow; organize ideas, concept I to aiding comprehension. is, definitions, concrete details cohesion and clarify the relati- ulary to inform about or expla- ollows from and supports the nces or events using effective ontext and point of view and in ng, description, and reflection auses to convey sequence, sig	ts, and information through the s, and information into broader s, quotations, or other informati onships among ideas and conce in the topic. information or explanation press technique, relevant descriptive ntroducing a narrator and/or ch , to develop experiences, events nal shifts from one time frame of age to capture the action and co	categories; include formatting on and examples. epts. details, and well-structured ev aracters; organize an event seq s, and/or characters. or setting to another, and show	(e.g., headings), graphics ent sequences. juence that unfolds naturally	
e. Provide a conclusi	ion that follows from the narra	ed experiences or events.	anner with relevant evidence, so		-chosen details; use	
	act, adequate volume, and cle			<u>,</u>	·	



	By the end of each English language proficiency level, an English Language Learner can						
.P.6-8.4.	Level 1	Level 2	Level 3	Level 4	Level 5		
<b>DELL can</b> propriate oral ad written claims ad support them ith reasoning and ridence	• express an opinion about a familiar topic.	<ul> <li>construct a claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>	<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>		
		ngaging in one or more of t			·		
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> </ul>			<ul> <li>MP3. Construct viable arguments and critique reasoning of others.</li> <li>MP6. Attend to precision.</li> </ul>	<b>SP7.</b> Engage in argur <b>SP8.</b> Obtain, evaluat	<ul> <li>SP4. Analyze and interpret data.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>		
working colla	tructures to communicate con	text-specific messages.					
	When e	ngaging in tasks aligned w	ith the following Grade 8 E	LA Standards:			
<ul> <li>a. Introduce clai</li> <li>b. Support claim</li> <li>c. Use words, pl</li> <li>d. Establish and</li> <li>e. Provide a con</li> <li>SL.4. Present claims a appropriate eye</li> </ul>	n(s) with logical reasoning and mases, and clauses to create co maintain a formal style. cluding statement or section t and findings, emphasizing salie contact, adequate volume, and	uish the claim(s) from alternate relevant evidence, using accura whesion and clarify the relations nat follows from the argument p nt points in a focused, coherent d clear pronunciation.	te, credible sources and demon hips among claim(s), countercl presented. manner with relevant evidence	nstrating an understanding of laims, reasons, and evidence.	well-chosen details; use		



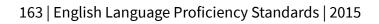


	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.5.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>		
<ul><li>EP4. Build and pream of and synthesize</li><li>EP5. Build upon the working collar</li></ul>	yses of a range of grade-level o esent knowledge from researcl zing ideas from texts. ne ideas of others and articular	n by integrating, comparing, se their own ideas when	MP1. Make sense of problems and persevere in solving them.	SP3. Plan and carry ou	ations and design solutions. and		
	When e	ngaging in tasks aligned w	ith the following Grade 8	ELA Standards:			
investigation. <b>W.8.</b> Gather relevant inf paraphrase the da	ormation from multiple print a ta and conclusions of others w	stion, drawing on several source and digital sources, using search hile avoiding plagiarism and fol is to support analysis, reflection	n terms effectively; assess the o lowing a standard format for o	credibility and accuracy of each			

**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.



	By the end of each English la			, an English Language Le	earner can	
ELP.6-8.6.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can analyze and critique the arguments of others orally and in writing	ELL can• identify a point an author or a speaker makes.• identify the main argument an author a speaker makeslyze and ique the uments of ers orally and in• identify one reason a author or a speaker gives to support the argument.		makes	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claim</li> <li>cite textual evidence to support the analysis.</li> </ul>	
development task, purpose EP3. Construct val reasoning of EP4. Build and pre integrating, of texts.			of the following content-spec MP1. Make sense of problems and in solving them. MP3. Construct viable arguments and critique reasoning of others.	d persevere SP1. Ask questi SP6. Construct design sol SP7. Engage in SP8. Obtain, ev	argument from evidence.	
			ed with the following Grade 8	ELA Standards:		
irrelevant evidence W.1b. Support claim(s) w SL.3. Delineate a speake irrelevant evidence L.6. Acquire and use acc	is introduced. ith logical reasoning and rele r's argument and specific cla is introduced.	vant evidence, using accura ims, evaluating the soundne eneral academic and domain	whether the reasoning is sound ar ite, credible sources and demonstr ess of the reasoning and relevance n-specific words and phrases; gath	ating an understanding of the t and sufficiency of the evidence	opic or text. and identifying when	





Level 1 ognize the meaning some words learned	Level 2 with emerging control,	Level 3 with developing ease,	Level 4 with increasing ease,	Level 5
0	00	with developing ease,	with increasing ease.	with oaso
igh conversations, ng, and being read	<ul> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content- specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content specific academic words to precisely express ideas</li> <li>maintain an appropriate an consistent style and ton throughout an oral or writte text.</li> </ul>
		he following content-spec		
le are appropriate to the	e task, purpose,	• Attend to precision.	SP1. Ask questions and defin SP6. Construct explanations SP8. Obtain, evaluate, and c	and design solutions.
When er	ngaging in tasks aligned w	vith the following Grade 8	ELA Standards:	
	When eng When eng herent writing in which le are appropriate to the es to communicate cont	mg, and being read       task and audience         • begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.         When engaging in one or more of the task, purpose,         when engaging in one or more of the task, purpose,         was to communicate context-specific messages.	<ul> <li>task and audience</li> <li>begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions.</li> <li>use an increasing number of general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul> When engaging in one or more of the following content-specific herent writing in which the development, le are appropriate to the task, purpose, as to communicate context-specific messages.	ng, and being readtask and audienceaccording to purpose, task, and audienceaccording to purpose, task, and audience• begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.according to purpose, task, and audienceaccording to purpose, task, and audience• use an increasing number of general academic and content- specific words and phrases in conversations and discussions.• use an increasing number of general academic and content- specific words and phrases in speech and short written texts• use a wider range of general academic academic and content- specific words and phrases in speech and short written texts• use a wider range of general academic academic and content- specific words and phrases• begin to use frequently occurring general academic and content- specific words and phrases in speech and short written texts• use a wider range of general academic academic and content- specific words and phrases• show developing control of style and tone in oral or written text.• show developing control of style and tone in oral or written text.• maintain consistency in style and tone throughout most of oral or written text.When engaging in one or more of the following content-specific practices: herent writing in which the development, le are appropriate to the task, purpose,MP6. Attend to precision.SP1. Ask questions and define SP6. Construct explanations SP8. Obtain, evaluate, and content- specific academic

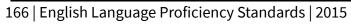
**L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.8.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on context,</li> <li>visual aids, and</li> <li>knowledge of</li> <li>morphology in their</li> <li>native language,</li> <li>recognize the</li> <li>meaning of a few</li> <li>frequently occurring</li> <li>words and simple</li> <li>phrases</li> <li>in texts about familiar</li> <li>topics, experiences, or</li> <li>events.</li> </ul>	<ul> <li>using context, visual air reference materials, ar knowledge of morphology in their native language,</li> <li>determine the meaning of frequent occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.</li> </ul>	nd refe a de of E (e.g. wor tly mea acad spec phra occu r in te	g context, visual aids, rence materials, and eveloping knowledge inglish morphology . affixes and roots ds),determine the aning of general demic and content- cific words and ases and frequently urring expressions exts about familiar ics, experiences, or nts.	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.	<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> <li>in texts about a variety of topics, experiences, or events.</li> </ul>	
	When eng range of grade-level complex s to communicate context-spe		MP1. Make	lowing content-spec e sense of problems and evere in solving them.	SP1. Ask questions and	d define problems. and communicate information.	
<ul> <li>on meaning and tone, incl</li> <li>L.4. Determine or clarify the m</li> <li>a. Use context (e.g., the or</li> <li>b. Use common, grade-ap</li> <li>c. Consult general and spicelarify its precise meaning</li> <li>d. Verify the preliminary d</li> <li>L.5. Demonstrate understandia</li> <li>a. Interpret figures of spece</li> <li>b. Use the relationship be</li> <li>c. Distinguish among the</li> </ul>	f words and phrases as they an e meanings; analyze the impact uding analogies or allusions to eaning of unknown and multi verall meaning of a sentence of poropriate Greek or Latin affixe ecialized reference materials ( ing or its part of speech. letermination of the meaning	t of specific word choice o other texts. ple-meaning words or pl or paragraph; a word's p es and roots as clues to t e.g., dictionaries, glossa of a word or phrase (e.g. d relationships, and nua context. ter understand each of t f words with similar deno	Inform ng RI.4. D es fi hrases base osition or fu the meaning aries, thesau ., by checkir ances in wor the words.	<b>National Text</b> Determine the meaning of gurative, connotative, a word choices on meaning ad on grade 8 reading an unction in a sentence) as g of a word (e.g., <i>precede</i> uruses), both print and c ing the inferred meaning rd meanings.	of words and phrases as they a nd technical meanings; analy g and tone, including analogie d content, choosing flexibly fr s a clue to the meaning of a wo e, recede, secede). igital, to find the pronunciatio in context or in a dictionary).	ze the impact of specific es or allusions to other texts rom a range of strategies. ord or phrase. on of a word or determine or	



	By the end of each English language proficiency level, an English Language Learner can							
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non- verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> </ul>	<ul> <li>with support <ul> <li>(including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> <li>with emerging control.</li> </ul> </li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> <li>with developing control.</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section with increasingly independent control.</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effective develop an informational topic wit facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>			
the developm	When en and coherent writing in which ent, organization, and style are task, purpose, and audience.	them.	oblems and persevere in solving arguments and critique		and			
<ul> <li>W.2c. Use appropriate at W.3c. Use a variety of transmorg experien</li> <li>W.4. Produce clear and</li> <li>SL.4. Present claims an use appropriate</li> </ul>	es, and clauses to create cohesic nd varied transitions to create c ansition words, phrases, and cla ices and events. coherent writing in which the c d findings, emphasizing salient eye contact, adequate volume	gaging in tasks aligned with on and clarify the relationships a cohesion and clarify the relation nuses to convey sequence, signa levelopment, organization, and points in a focused, coherent m , and clear pronunciation. lemonstrating command of for	among claim(s), counterclaims, ships among ideas and concep Il shifts from one time frame or style are appropriate to task, p nanner with relevant evidence, s	reasons, and evidence. ts. setting to another, and show t urpose, and audience. sound valid reasoning, and we				





	By the end of each English language proficiency level, an English Language Learner can							
LP.6-8.10.	Level 1 Level 2		Level 3	Level 4	Level 5			
n ELL can nake accurate use of standard English o communicate in grade-appropriate peech and vriting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct most misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>			
development, o task, purpose, a	nd coherent writing in whi organization, and style are	ch the M appropriate to	of the following content-spece P6. Attend to precision.	<b>cific practices:</b> 5 <b>P8.</b> Obtain, evaluate, and cor	nmunicate information.			
<ul> <li>a. Explain the</li> <li>b. Form and u</li> <li>c. Form and u</li> <li>d. Recognize</li> <li>L.3. Use knowledg</li> <li>a. Use verbs i</li> </ul>	command of the convention function of verbals (gerun use verbs in the active and use verbs in the indicative, and correct inappropriate ge of language and its conven n the active and passive vo	ons of standard English gramn ds, participles, infinitives) in g passive voice. imperative, interrogative, con shifts in verb voice and mood. entions when writing, speakin	g, reading, or listening. I subjunctive mood to achieve part	aking. ular sentences.	g the actor or			



# **Grade 8 Literacy in Content Area Standards Matrix**

	ELP Standards		Literacy Sta	CCSS ELA Standards		
			RST	WST	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and	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

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening				
RST	Reading in Science and Technical Subjects	L	Language				
WST	WST Writing in History/Social Studies, Science and Technical Subjects						



## Grade 8 English Language Proficiency Standards (Literacy in Content Area Correspondence) GRADE 8: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can								
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can	ELL can use a very limited set of use an use a developing		use a developing set of	use an increasing range of	use a wide range of				
construct	strategies to:	emerging set of	strategies to:	strategies to:	strategies to:				
meaning from oral presentations and literary and nformational text hrough grade- appropriate istening, reading, and viewing <b>EP1.</b> Support analys	aning from l• identify a few key words and phrases in oral communications and simple written texts.strategies to: • identify the main topic in oral communications and simple written texts.• det idea idea ora communications and simple writen textsormational text ough grade- propriate ening, ding, and• identify a few key words and phrases in oral communications and simple written texts.• det idea topic in oral communications and simple written texts• det idea		<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	<ul> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul> <li>determine central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>				
EP4. Build and pres		y integrating, comparin	g, and synthesizing ideas from		problems.				
History/Social Studi		in tasks aligned with	the following Grade 8 Lite Science/Technic	racy in Content Area Standaı al Subjects	rds:				
technical scRH.2Determine thaccurate popinions.RH.3Identify key sstudies (e.g.,text lowereRH.7Integrate viso	ne central ideas or information rovide an accurate summary o steps in a text's description of a how a bill becomes law, how i	of a primary or seconda f the source distinct from process related to histo nterest rates are raised o graphs, photographs, vi	texts. ry source; <b>RST.2</b> Determ n prior knowledge or <b>ST.3</b> <b>RST.3</b> Follow p ory/social taking r or <b>RST.7</b> Integrat with a v	ecific textual evidence to support a ine the central ideas or conclusior ummary of the text distinct from p precisely a multistep procedure w neasurements, or performing tech te quantitative or technical inform ersion of that information express n, model, graph, or	ns of a text; provide an prior knowledge or opinions. hen carrying out experiments, nnical tasks. nation expressed in words in a				
	•	0	l formats (e.g., visually, quantita	atively, orally) and evaluate the m	otives (e.g., social,				



	By the end of each English language proficiency level, an English Language Learner can								
ELP.6-8.2.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can participate in grade- appropriate oral and written exchanges of nformation, ideas, and analyses, esponding to peer, audience, or reader comments and questions	Level 1Level 2• participate in short conversational and written exchanges on familiar topics• participate in short conversational and written exchanges on familiar topics and texts• present simple information• participate in short conversational and written exchanges on familiar topics and texts• respond to simple questions and some wh- questions.• present information and ideas • respond to simple questions and wh- questions.		<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>Level 5</li> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express their own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>				
complex tex EP5. Build upon th	lyses of a range of grade-level «ts with evidence. ne ideas of others and articulate hen working collaboratively.	MP1. Make s solving their MP6. Attend	to precision.						
SL.1* Engage effectively others' ideas and e a. Come to discuss probe and reflec b. Follow rules for c. Pose questions t d. Acknowledge ne	<i>i</i> , including the Internet, to prod in a range of collaborative discu- xpressing their own clearly. sions prepared, having read or re- ct on ideas under discussion. collegial discussions, set specifi that connect the ideas of severa	uce and publish writing ssions (one-on-one, in esearched material unc c goals and deadlines, a l speakers and responc ters, and, when warran	g and present the relationships b groups, and teacher-led) with di ler study; explicitly draw on that and define individual roles as ne- l to others' questions and comm ted, qualify or justify their own v	acy in Content Area Standards between information and ideas clear verse partners on grade 8 topics, te preparation by referring to evidence eded. ents with relevant evidence, observ iews in light of the evidence present	rly and efficiently. xts, and issues, building on e on the topic, text, or issue to vations, and ideas.				



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	By the end of each English language proficiency level, an ELL can						
ELP.6-8.3.	Level 1 Level 2		Level 3	Level 4	Level 5		
An ELL can • communicate simple information speak and write about grade- appropriate complex literary and informational texts and topics • about familiar texts, topics, and experience		<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>about familiar texts, topics, experiences, or events.</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details about familiar texts, topics, and experience</li> </ul>		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> <li>about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.</li> </ul>		
		aging in one or more of the					
	<b>P1.</b> Support analyses of a range of grade-level		MP1. Make sense of problems and persevere in solving them.		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information.</li></ul>		
complex texts with evidence. <b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP6. Attend to precision.					
udurence.	When engaging in ta	sks aligned with the follow	ving Grade 8 Literacy in Co	ntent Area Standards:			
<ul> <li>a. Introduce a purpose; i</li> <li>b. Develop the</li> <li>c. Use appropr</li> <li>d. Use precise l</li> <li>e. Establish and</li> </ul>	topic clearly, previewing what nclude formatting (e.g., headin topic with relevant, well-chose iate and varied transitions to c anguage and domain-specific d maintain a formal style and d	is to follow; organize ideas, cor ngs), graphics (e.g., charts, tabl en facts, definitions, concrete d reate cohesion and clarify the vocabulary to inform about or	ncepts, and information into br es), and multimedia when usef etails, quotations, or other info relationships among ideas and explain the topic.	ormation and examples. concepts.			
	d findings, emphasizing salient eye contact, adequate volume	-	nanner with relevant evidence	, sound valid reasoning, and we	ll-chosen details;		
* Strongly applies to literad	cy in history/social studies and	science/technical subjects					



	By the end of each English language proficiency level, an English Language Learner can					
LP.6-8.4.	Level 1 Level 2		Level 3	Level 4	Level 5	
n ELL can onstruct grade- ppropriate oral nd written claims nd support them vith reasoning and vidence	• express an opinion about a familiar topic.     • construct a claim a familiar topic.     • give a reason to support the claim		<ul> <li>a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a</li> </ul>	
			statement.		concluding	
	When eng	aging in one or more of	the following content-specif	ic practices:		
task, purpose, EP3. Construct valid the reasoning EP5. Build upon the when working	organization, and style are appr and audience. d arguments from evidence and o of others. e ideas of others and articulate th collaboratively. ructures to communicate context	eir own ideas	and critique reasoning of others. Attend to precision.	of <b>SP7.</b> Engage in argument from evidence. <b>SP8.</b> Obtain, evaluate, and communicate information.		
	When engaging in ta	sks aligned with the fo	llowing Grade 8 Literacy in Co	ontent Area Standards:		
a. Introdu evidenc b. Suppor credible c. Use wo d. Establis	e logically. t claim(s) with logical reasoning sources. rds, phrases, and clauses to crea sh and maintain a formal style.	e, acknowledge and distingu and relevant, accurate data te cohesion and clarify the r	uish the claim(s) from alternate or and evidence that demonstrate a elationships among claim(s), cour pports the argument presented.	n understanding of the topic of	r text, using	
SL.4* Present cl details;	aims and findings, emphasizing s use appropriate eye contact, ade	salient points in a focused, o quate volume, and clear pr	coherent manner with relevant evi onunciation.	-		
word or	nd use accurately grade-appropr phrase important to compreher literacy in history/social studies	ision or expression.	lomain-specific words and phrase	s; gather vocabulary knowledg	e when considering a	



By the end of each English language proficiency level, an English Language Learner can						
Level 1	Level 2	Level 3	Level 4	Level 5		
<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> </ul>		
<ul> <li>When engaging in one or more of prade-level complex texts with evidence.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>			fic practices: SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.			
research projects to answer a used questions that allow for nt information from multiple p	a question (including a self-ge multiple avenues of explorati print and digital sources, usin	enerated question), drawing on se ion.	everal sources and generating a the credibility and accuracy of			
	Level 1  • gather information from a few provided sources • label collected information.  When enge of a range of grade-level con t knowledge from research by ynthesizing ideas from texts. leas of others and articulate t atively. tures to communicate contex When engaging in ta tresearch projects to answer a used questions that allow for	Level 1       Level 2         • gather information from a few provided sources       • gather information from provided sources         • label collected information.       • record some data and information.         • label collected information.       • metagging in one or more of t         • of a range of grade-level complex texts with       t knowledge from research by integrating, ynthesizing ideas from texts.         leas of others and articulate their own ideas when atively.       tures to communicate context-specific         When engaging in tasks aligned with the follow of the sources of exploration of the sources of the sources of exploration of the sources of exploration of the sources of the sources of exploration of the sources of t	Level 1       Level 2       Level 3         • gather information from a few provided sources       • gather information from provided sources       • gather information from multiple provided print and digital sources         • label collected information.       • ecord some data and information.       • 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.         When engaging in one or more of the following content-specific         When engaging in one or more of the following content-specific         when engaging in one or more of the following content-specific         When engaging in one or more of the following content-specific         When engaging in tasks aligned with the following Grade 8 Literacy in Con- sused questions that allow for multiple avenues of exploration.	Level 1       Level 2       Level 3       Level 4         • gather information from a few provided sources       • gather information from provided sources       • gather information from multiple provided print and digital sources       • use search terms effectively       • use search terms effectively		



P.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		
<b>ELL can</b> alyze and itique the guments of hers orally and in iting <b></b>	<ul> <li>identify a point an author or a speaker makes.</li> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>		<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>		
<ul> <li>When engaging in one or more of th</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate their own ideas when</li> </ul>			e following content-specif MP1. Make sense of problem persevere in solving th MP3. Construct viable arguments and critique reasoning of others.	s and SP1. Ask questions em. SP6. Construct exp design solution	ons. ument from evidence. ate, and		

#### and speculation 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. (\* Strongly applies to literacy in history/social studies and science/technical subjects)
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word L.6 or phrase important to comprehension or expression.



	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	• adapt language choices according task and audience		<ul> <li>with developing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>with increasing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>with ease,</li> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>	
When engaging in one or mo <b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			MP6. Attend to precision.       SP1. Ask questions and define problems.         SP6. Construct explanations and design s         SP8. Obtain, evaluate, and communicate		nd design solutions.		
<b>EP6.</b> Use English stru	ctures to communicate context		he follow	ing Grade 8 Literacy in	Content Area Standards:		

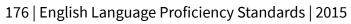
- **WHST.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **SL.6\*** Adapt speech to a variety of contexts and tasks, 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



	By the end of each English language proficiency level, an English Language Learner can							
ELP.6-8.8.	Level 1	Level 2	Level 3 Level 4		Level 5			
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.</li> </ul>	<ul> <li>using context, visual aids, reference materials, and knowledge of morphology in their native language,</li> <li>determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.</li> </ul>	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.		<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> <li>in texts about a variety of topics, experiences, or events.</li> </ul>		
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.       SP1. Ask questions and define problems.         EP6. Use English structures to communicate context-specific messages.       MP1. Make sense of problems.       SP8. Obtain, evaluate, and communicate information.         When engaging in tasks aligned with the following Grade 8 literacy in content area standards								
History/Social Studies			Science/Technical Studies	s				
RH.4 Determine the mean	ning of words and phrases as t to domains related to history/	•	RST.4 Determine the me	aning of syr ey are used	in a specific scientific or t	ner domain-specific words including echnical context relevant		
<ul> <li>a. Use context (e.g.,</li> <li>b. Use common, gra</li> <li>c. Consult general au precise meaning of</li> <li>d. Verify the prelimining</li> <li>L.5 Demonstrate unders</li> <li>a. Interpret figures of</li> <li>b. Use the relationsh</li> <li>c. Distinguish among particular words to</li> </ul>	the overall meaning of a sent de-appropriate Greek or Latin nd specialized reference mate or its part of speech. nary determination of the mea tanding of figurative language of speech (e.g. verbal irony, punip between particular words t	ence or paragraph; a word's p affixes and roots as clues to the rials (e.g., dictionaries, glossar aning of a word or phrase (e.g. , word relationships, and nuar ns) in context. o better understand each of the ns) of words with similar deno- ne words.	., by checking the inferred mear nces in word meanings.	e) as a clue <i>cede, reced</i> d digital, to ning in cont	to the meaning of a word e, secede). find the pronunciation o ext or in a dictionary).	d or phrase. f a word or determine or clarify its		





	By the	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> </ul>	<ul> <li>with support (including context and visual aids)</li> <li>and non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>		<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand, from</i> <i>that moment on</i>)</li> <li>provide a concluding section with increasingly</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informational topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>			
				independent control.				
the developme	and coherent writing in which ent, organization, and style a task, purpose, and audience	<ul> <li>MP1. Make sense of p</li> <li>them.</li> <li>MP3. Construct viabl</li> <li>reasoning of o</li> </ul>		spr. Engage in argume spr. Obtain, evaluate, a communicate info	and			
WHST.2cUse appropriWHST.4Produce cleatSL.4*Present claimsuseappropriSL.6.Adapt speech to	ohrases, and clauses to create iate and varied transitions to ar and coherent writing in wh and findings, emphasizing sa iate eye contact, adequate vo o a variety of contexts and tas	e cohesion and clarify the relation create cohesion and clarify the ich the development, organizat ilient points in a focused, cohere lume, and clear pronunciation.	owing Grade 8 Literacy in Conships among claim(s), counter relationships among ideas and ion, and style are appropriate to ent manner with relevant evider f formal English when indicated	claims, reasons, and evidence. concepts. • task, purpose, and audience. hce, sound valid reasoning, and	well-chosen details;			

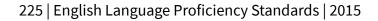


	By the end of each English language proficiency level, an English Language Learner can								
LP.6-8.10.	Level 1	Level 2	Level 3	Level 4	Level 5				
n ELL can nake accurate use f standard English o communicate in rade-appropriate peech and <i>v</i> riting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct most misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>				
<ul> <li>When engaging in one or mor</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP6. Use English structures to communicate context- specific messages.</li> </ul>			P6. Attend to precision.	<b>SP8.</b> Obtain, evaluate, and communicate information.					
<ul> <li>a. Explain the fu</li> <li>b. Form and use</li> <li>c. Form and use</li> <li>d. Recognize and</li> <li>L.3* Use knowledge</li> <li>a. Use verbs ir action; ex</li> </ul>	mmand of the conventions inction of verbals (gerunds, everbs in the active and pase everbs in the indicative, imp d correct inappropriate shif of language and its conver in the active and passive voi pressing uncertainty or des	of standard English gramma participles, infinitives) in ger ssive voice. perative, interrogative, condi ts in verb voice and mood ntions when writing, speaking	subjunctive mood to achieve p	eaking.	ing the actor or the				



## 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) \**nók<sup>w</sup>ts*, "night"; the Hebrew مالا عاد 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.) CCSSO (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 ELP 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).

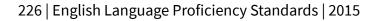
**Descriptive sentences:** Sentences in which the speaker/writer is able to describe or paint an exact picture in the listener's or reader's mind of what the speaker/writer wants to convey. Unlike a simple sentence (e.g., "The cat ran"), a descriptive sentence uses adjectives and adverbs as well as complex 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 ELP 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 (ELD), ELP embodies the belief that language development is ongoing. Multiple pathways to ELP are possible, but the end goal for students' progress in acquiring English is to ensure full participation of ELLs in school contexts.

**EP:** ELA "Practices," which describe ways in which developing student practitioners of ELA 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 CCSS for ELA writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original CCSS for ELA.





**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 <u>Appendix A of the CCSS for ELA & Literacy</u>.)

**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 phrase 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.

**Frequently occurring words and phrases:** As used in the ELP 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 <u>Top 100 High-Frequency</u> <u>Words</u> (e.g., "the," "a," "and," "but"). The term "basic" is not used in the ELP 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 ELP 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 <u>Appendix A of the CCSS for ELA & Literacy</u> and <u>Defining the Core</u>.)

**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 <u>Appendix A of the CCSS ELA & Literacy Standards</u>.

**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 ELLs with communicative tasks that require students to create the sustained output necessary for second language development. (See <u>Principle 7 in Principles of Instructed</u> <u>Second Language</u> <u>Acquisition</u>.)

**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 ELP Standards for more information.)

**Modeled sentences:** As used in the ELP 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 ELP Standards include sentence frames, sentence stems, and sentence models.



**MP:** The CCSS for Mathematical Standards for Practice 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. For more examples of the Mathematical Practices, see <a href="http://www.insidemathematics.org/index.php/commmon-core-math-intro">http://www.insidemathematics.org/index.php/commmon-core-math-intro</a>.

- **Nonverbal communication:** As used in the ELP Standards, this term refers the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the ELP Standards may include gestures, nods, thumbs up or down, or facial expressions.
- **Organize:** In the ELP 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 ELP 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 subjectarea 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).



#### **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:** 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 understanding 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 ELP 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 ELP 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 ELP 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 <u>Appendix F of the NGSS (NGSS Lead States</u>, 2013), chapter three of the <u>Science Framework</u> for K-12 Science Education (NRC, 2012) provides background on the development of the <u>Science and Engineering Practices</u>. For more information and examples, see <u>Bybee (2011)</u>.
- **Variety of topics:** As used in the ELP 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 ELP Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.



**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 ELP level.)

Academic vocabulary (see also Appendix A of the CCSS for ELA & Literacy, p. 33):

- General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the ELP 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 <u>Language standard 6</u> of the CCSS, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the ELP Standards do not suggest that vocabulary taught to English Language Learners should be limited to only that defined by the CCSS.)

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



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# Appendix A: Proficiency Level Descriptors for English Language Proficiency Standards

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 Descriptors*<sup>7</sup> 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 forms<sup>8</sup> might look like as English language learners gain proficiency with the strategic set of language functions<sup>9</sup> 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:

<sup>9</sup> As used in the English Language Proficiency Standards, the term language functions refers to what students do with language to accomplish content-specific tasks. 237 | English Language Proficiency Standards | 2015



<sup>&</sup>lt;sup>7</sup> 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.

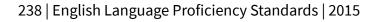
<sup>&</sup>lt;sup>8</sup> As used in the English Language Proficiency Standards, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

- 1. The degree of control of English that English language learners typically show as they participate in 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 By the end of each ELP level, an English language learner can...

	1		2		3		4		5	
PLD Summary	•	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	•	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	•	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	•	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	•	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 vocabulary<sup>10</sup> 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



<sup>&</sup>lt;sup>10</sup> Referred to as the "word" level in Bailey & Heritage, 2008; Bailey, et al., (2013).
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TABLE 2. DETAILED PROFICIENCY LEVEL DESCRIPTORS FOR FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS By the end of each ELP level, an English language learner can...

	1	2	3	4	5
Discourse Level	Simple information	A brief sequence of	Related events, ideas, and/or	<ul> <li>Related events, ideas,</li> </ul>	Complex sequences of
What is the amount of	about an event,	events in order	opinions (may retrace or	and/ or opinions	events, ideas, opinions,
content-specific language	experience, and/ or	and/or introduction	restart an explanation being	(developing ability to	and/or steps in a process
that can be quickly	topic	of a topic with	received or produced)	receive or provide a more	(demonstrates stamina
processed or easily	<ul> <li>Short sentences</li> </ul>	supporting details	<ul> <li>Related paragraphs on grade-</li> </ul>	elaborated explanation)	in receiving or providing
produced?	composed	<ul> <li>Multiple, related,</li> </ul>	appropriate content-area	<ul> <li>Multiple paragraphs</li> </ul>	an elaborated
	of simple or	simple sentences	texts	containing a variety of	explanation}
	predictable phrases	containing content	Developing application of an	sentences on grade-	<ul> <li>Multiple paragraphs,</li> </ul>
	or	area descriptions in	increasing range of temporal and	appropriate content-area	chapters, and essays on
	sentences	grade-appropriate text or word problems	linking words and phrases to connect and organize events, ideas, and opinions	text	grade-appropriate
	Limited (i.e., initial)			Increasingly accurate	content-area text
	cohesion among	Loose cohesion of	ideas, and opinions	application of transitional	Accurate application of a
	sentence structures	information and/or		words and phrases to connect	variety of linking words and
		ideas using frequently		and organize events, ideas,	phrases to connect and
		occurring linking		and opinions (yet may struggle with naturalness of phrasing)	organize ideas, information,
		words, accomplished by repetition of words		with hatthathess of phrasing)	or events
		or phrases			
Sentence Level	Syntactically simple	Combinations of	Descriptive sentences	Descriptive sentences	Descriptive sentences
How much information is	sentences including:	simple sentence	characterized by frequently	characterized by increasingly	characterized by wide
packed within a sentence	<ul> <li>Verb tenses such as</li> </ul>	structures including:	occurring complex sentence	complex sentence structures	variety of sophisticated
structure (clause) or	present, present	<ul> <li>Verb tenses such as</li> </ul>	structures including:	including:	sentence structures
sentence?	progressive, simple	past tense (irregular),	• Verb tenses such as present	• Verb tenses, such as past	including:
	future	past progressive,	perfect	perfect	<ul> <li>Verb tenses such as</li> </ul>
	(going to), simple	simple future	<ul> <li>Modifiers such as</li> </ul>	<ul> <li>Modifiers such as phrases</li> </ul>	passive voice and
	past	<ul> <li>Modifiers such as</li> </ul>	subordinating conjunctions,	and clauses within a	subjunctive
	<ul> <li>Modifiers such as</li> </ul>	frequently occurring	and prepositional phrases	sentence (recognizing and	<ul> <li>Modifiers such as</li> </ul>
	adjectives, adverbs	prepositions,	Simple, compound and some	correcting most misplaced	phrases and clauses
	Simple grammatical	adjectives, adverbs	complex grammatical	and dangling modifiers)	within a sentence
	constructions (e.g.	, , , , , , , , , , , , , , , , , , ,	constructions (e.g., (independent,	<ul> <li>Expanded simple,</li> </ul>	(recognizing and
	commands, some		dependent, relative, and	compound, and	
			adverbial) across content areas	P	





## 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)



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).

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