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Table of Contents

TABLE OF CONTENTS	1
	9
How to Navigate this Document	9
Guiding Principles	9
Design Features of the Standards1	2
Organization of the Standards1 Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices 1	
Alternate Organization of the ELP Standards1	4
<i>Kindergarten ELP Standards</i>	
<i>Kindergarten: Standards 3, 4, and 51</i> Kindergarten: Standards 6, 7, and 8	8
Grade 1 ELP Standards. 2 Grade 1: Standards 1 and 2 2 Grade 1: Standards 3, 4, and 5. 2 Grade 1: Standards 6, 7, and 8. 2 Grade 1: Standards 9 and 10 2	20 21 22
Grades 2-3 ELP Standards2Grades 2-3: Standards 1 and 22Grades 2-3: Standards 3, 4, and 52Grades 2-3: Standards 6, 7, and 82Grades 2-3: Standards 9 and 102	24 25 26
Grades 4-5 ELP Standards	29



31 32
33 33 34 35 36
37 37 38 39 41
42
s, and Science Standards 42 43
earning Standards for Mathematics and45
45
45
46
47
48 48 49



Kindergarten Standard 9 Kindergarten Standard 10	
Grade 1 English Language Arts Standards Matrix	58
Grade 1 English Language Proficiency Standards with Correspondences Grade 1: Standard 1 Grade 1: Standard 2 Grade 1: Standard 3 Grade 1: Standard 4 Grade 1: Standard 5 Grade 1: Standard 6 Grade 1: Standard 6 Grade 1: Standard 7 Grade 1: Standard 8 Grade 1: Standard 9 Grade 1: Standard 9	59 60 61 62 63 63 64 65 66 67 68
Grade 2 English Language Arts Standards Matrix. Grade 2: Standard 1. Grade 2: Standard 2. Grade 2: Standard 3. Grade 2: Standard 4. Grade 2: Standard 5. Grade 2: Standard 6. Grade 2: Standard 6. Grade 2: Standard 7. Grade 2: Standard 7. Grade 2: Standard 7. Grade 2: Standard 7. Grade 2: Standard 7.	70 71 72 73 74 75 76 77 78
Grade 3 English Language Arts Standards Matrix	80
Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondence Grade 3: Standard 1 Grade 3: Standard 2 Grade 3: Standard 3 Grade 3: Standard 4 Grade 3: Standard 5 Grade 3: Standard 6.	81 82 83 84 85



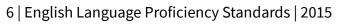
Grade 3: Standard 7 Grade 3: Standard 8 Grade 3: Standard 9 Grade 3: Standard 10	
Grade 4 English Language Arts Standards Matrix	91
Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondence Grade 4: Standard 1 Grade 4: Standard 2 Grade 4: Standard 3 Grade 4: Standard 4 Grade 4: Standard 5 Grade 4: Standard 6 Grade 4: Standard 7 Grade 4: Standard 7 Grade 4: Standard 8 Grade 4: Standard 9 Grade 4: Standard 10 Grade 5 English Language Arts Standards Matrix.	92 93 94 95 96 97 98 99
Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondence Grade 5: Standard 1 Grade 5: Standard 2 Grade 5: Standard 3 Grade 5: Standard 4 Grade 5: Standard 5 Grade 5: Standard 6 Grade 5: Standard 6 Grade 5: Standard 7 Grade 5: Standard 8 Grade 5: Standard 9. Grade 5: Standard 9. Grade 5: Standard 10	103 103 104 105 106 107 108 109 110 111
 Grade 6 English Language Arts Standards Matrix Grade 6 English Language Proficiency Standards (English Language Arts Corresponde Grade 6: Standard 1 Grade 6: Standard 2 Grade 6: Standard 3 4 English Language Proficiency Standards 2015 	113 nces)114 114 115



Grade 6: Standard 4 Grade 6: Standard 5 Grade 6: Standard 6 Grade 6: Standard 7 Grade 6: Standard 8 Grade 6: Standard 8 Grade 6: Standard 9	. 118 . 119 . 120 . 121 . 122
Grade 6 Literacy in Content Area Standards Matrix	.124
Grade 6 English Language Proficiency Standards (with Literacy Content Area Corresponden Grade 6: Standard 1	. 125
Grade 6: Standard 2 Grade 6: Standard 3 Grade 6: Standard 4	. 127
Grade 6: Standard 5 Grade 6: Standard 6	. 130
Grade 6: Standard 7 Grade 6: Standard 8 Grade 6: Standard 9	. 132
Grade 6: Standard 10	. 134
Grade 7 English Language Arts Standards Matrix	.135
Grade 7 English Language Proficiency Standards (English Language Arts Correspondences Grade 7: Standard 1	. 136
Grade 7: Standard 2 Grade 7: Standard 3	
Grade 7: Standard 5	
Grade 7: Standard 5	
Grade 7: Standard 6	
Grade 7: Standard 7	
Grade 7: Standard 8	
Grade 7: Standard 9	
Grade 7: Standard 10	
Grade 7 Literacy in Content Area Standards Matrix	.146
Grade 7 English Language Proficiency Standards (Literacy in Content Area Correspondence 5 English Language Proficiency Standards 2015	9)147



Grade 7: Standard 1 147 Grade 7: Standard 2 148 Grade 7: Standard 3 149 Grade 7: Standard 4 150 Grade 7: Standard 5 151 Grade 7: Standard 6 152 Grade 7: Standard 7 153 Grade 7: Standard 8 154 Grade 7: Standard 9 154 Grade 7: Standard 10 156
Grade 8 English Language Arts Standards Matrix157
Grade 8 English Language Proficiency Standards (English Language Arts Correspondence). 158Grade 8: Standard 1158Grade 8: Standard 2159Grade 8: Standard 3160Grade 8: Standard 4161Grade 8: Standard 5162Grade 8: Standard 6163Grade 8: Standard 7164Grade 8: Standard 8165Grade 8: Standard 7164Grade 8: Standard 7164Grade 8: Standard 7164Grade 8: Standard 7164Grade 8: Standard 7165Grade 8: Standard 10167
Grade 8 Literacy in Content Area Standards Matrix
Grade 8 English Language Proficiency Standards (Literacy in Content Area Correspondence)16Grade 8: Standard 1169Grade 8: Standard 2170Grade 8: Standard 3171Grade 8: Standard 4172Grade 8: Standard 5173Grade 8: Standard 6174Grade 8: Standard 7175Grade 8: Standard 8176Grade 8: Standard 7176Grade 8: Standard 10177





Grade 9-10 English Language Arts Standards Matrix	179
Grade 9-10 ELP Standards (with English Language Arts Correspondence)	
Grades 9-10: Standard 1	180
Grades 9-10: Standard 2	
Grades 9-10: Standard 3	182
Grades 9-10: Standard 4	183
Grades 9-10: Standard 5	184
Grades 9-10: Standard 6	185
Grades 9-10: Standard 7	186
Grades 9-10: Standard 8	
Grades 9-10: Standard 9	
Grades 9-10: Standard 10	189
Grades 9-10 Literacy in Content Area Standards Matrix	
Grades 9-10 ELP Standards (with Literacy in Content Area Correspondence)	
Grades 9-10: Standard 1	
Grades 9-10: Standard 2	
Grades 9-10: Standard 3	
Grades 9-10: Standard 4	
Grades 9-10: Standard 5	195
Grades 9-10: Standard 6	196
Grades 9-10: Standard 7	197
Grades 9-10: Standard 8	198
Grades 9-10: Standard 9	199
Grades 9-10: Standard 10	200
Grade 11-12 English Language Arts Standards Matrix	
Grades 11-12 ELP Standards (with English Language Arts Correspondence)	
Grade 11-12 ELP Standards (with English Language Arts Correspondence)	
Grade 11-12: Standard 1	
Grade 11-12: Standard 2	
Grade 11-12: Standard 5	
Grade 11-12: Standard 5	
Grade 11-12: Standard 6	
Grade 11-12: Standard 7	



Grade 11-12: Standard 8 Grade 11-12: Standard 9	
Grade 11-12: Standard 10	213
Grades 11-12 Literacy in Content Area Standards Matrix	214
Grade 11-12 ELP Standards (with Literacy in Content Area Correspondence) Grade 11-12: Standard 1	
Grade 11-12: Standard 1	
Grade 11-12: Standard 3	
Grade 11-12: Standard 4	
Grade 11-12: Standard 5	
Grade 11-12: Standard 6	
Grade 11-12: Standard 7 Grade 11-12: Standard 8	
Grade 11-12: Standard 9	
Grade 11-12: Standard 10	
Glossary	225
References	232
Appendix A: Proficiency Level Descriptors for English Language Proficiency Standards	237
Introduction	237
Proficiency Level Descriptor Summaries	
Detailed Proficiency Level Descriptors.	
A Note on Tables 1 and 2	
A Note on Scaffolding	
References	243



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-appropriate¹ 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



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

^{9 |} English Language Proficiency Standards | 2015

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 receptive², 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).



² 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			
Receptive modalities ³ : This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content to develop a personal reaction. (Phillips, 2008, p. 96)Listening and Reading		1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	Determine the meaning of words and phrases in oral presentations and literary and informational text
Productive modalities: 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
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and]	Listening, Speaking, Reading, and Writing	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		5	Conduct research and evaluate and communicate findings to answer questions or solve problems
as language proficiency develops. (Phillips, 2008, p. 96)		6	Analyze and critique the arguments of others orally and in writing



³ 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.

Kindergarten ELP Standards

KINDERGARTEN: STANDARDS 1 AND 2

E	LP Standard	By the er	nd of each English langua	ige proficiency level, an E	English Language Learı	ner can
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An English Language Learner can construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading,	 with prompting and support (including context and visual aids), use a very limited set of strategies to: identify a few key words 	 with prompting and support (including context and visual aids), use an emerging set of strategies to: identify some key words and phrases 	 with prompting and support (including context and visual aids), use a developing set of strategies to: identify main topics ask and answer questions about key details 	 with prompting and support (including context and visual aids), use an increasing range of strategies to: identify main topics answer questions about key details or parts of stories retell events from read-alouds, 	 with prompting and support (including context and visual aids), use a wide range of strategies to: identify main topics answer questions about key details retell familiar stories from read-alouds,
	and viewing.	from read-alouds and oral presentations of	from read-alouds and oral presentations.	from read-alouds and oral presentations.	picture books, and oral presentations.	picture books, and oral presentations.
K.2	An ELL can participate in grade- and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.• listen with limited participation in short conversations • respond to simple yes/no and some wh- questions• participate in short conversations • respond to simple yes/no and some wh- questions• listen with limited participate in short conversations • respond to simple yes/no and some wh- questions• participate in short conversations • respond to simple yes/no and wh- questions• definition information, ideas, and analyses, responding to peer, audience, or reader comments and questions.• bout familiar topics.		 participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions 	 participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. 	 participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics. 	



Kindergarten:	Standards 3, 4, and 5
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ELP Standard By the end of each English language proficiency level, an English Language Learner can .						
An English Language Learner can		Level 1	Level 2	Level 3	Level 4	Level 5
К.3	speak and write about grade- appropriate complex literary and informational texts and topics.	 communicate simple information or feelings about familiar topics or experiences. 	 communicate simple information or feelings about familiar topics, experiences, or events. 	 communicate information or feelings about familiar topics, experiences, or events. 	 tell or dictate simple messages about a variety of topics, experiences, or events. 	 make simple oral presentations compose short written texts about a variety of topics, experiences, or events.
K.4	construct grade- appropriate oral and written claims and support them with reasoning and evidence.	 express a feeling or opinion about a familiar topic showing limited control. 	 express an opinion or preference about a familiar topic showing emerging control. 	 express an opinion or preference about a familiar topic or story showing developing control. 	 express an opinion or preference about a variety of topics or stories showing increasing control. 	• express an opinion or preference about a variety of topics or stories showing increasing control.
K.5	conduct research and evaluate and communicate findings to answer questions or solve problems.	 with prompting and support from adults, recall information from experience or from a provided source. 	 with prompting and support from adults, recall information from experience or use information from a provided source to answer a question. 	 with prompting and support from adults, recall information from experience or use information from provided sources to answer a question showing developing control. 	 with prompting and support from adults, recall information from experience or use information from provided sources to answer a question showing increasing control. 	 with prompting and support from adults, recall information from experience or use information from provided sources to answer a question showing increasing control.



E	LP Standard	By the end	By the end of each English language proficiency level, an English Language Learner can						
		Level 1	Level 2	Level 3	Level 4	Level 5			
K.6	An English Language Learner can analyze and critique the arguments of others orally	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	 with prompting and support, identify a reason an author or speaker gives to support a point. 	 with prompting and support, identify appropriate reasons an author or speaker gives to support main points. 			
K.7	An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	 show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	 show awareness of differences between informal ("playground speech") and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 			
K.8	An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text.	 with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	 with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	 with prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	 with prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events. 	 with prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events. 			



EL	P Standard	By the end of each English language proficiency level, an English Language Learner can							
		Level 1	Level 2	Level 3	Level 4	Level 5			
K.9	An English Language Learner can create clear and coherent grade-	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	 with support (including visual aids, context), retell several events from experience or a familiar story 	 with support (including visual aids, context), retell a simple sequence of events from experience or a familiar story 	 with support (including visual aids), retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end 			
	appropriate speech and text.			with developing control of some frequently occurring linking words (e.g., <i>and, then</i>).	with increasingly independent control of frequently occurring linking words.	using frequently occurring linking words.			
K.10	An English Language Learner can make accurate use of standard English to communicate in grade- appropriate speech and writing.	 with support (including context and visual aids), recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	 with support (including context and visual aids), recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences in shared language activities. 	 with support (including context and visual aids), recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities. 	 with support (context and visual aids), recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences in shared language activities. 	 with increasing independence, use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences in shared language activities. 			

KINDERGARTEN: STANDARDS 9 AND 10



Grade 1 ELP Standards

GRADE 1: STANDARDS 1 AND 2

E	LP Standard	By the end of each English language proficiency level, an English Language Learner can						
		Level 1	Level 2	Level 3	Level 4	Level 5		
1.1	An English Language Learner can construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	 with prompting and support (including context and visual aids), use a very limited set of strategies to: identify a few key words from read-alouds, picture books, and oral presentations. 	use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations.	 use an increasing range of strategies to: identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations. 	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations.		
1.2	An English Language Learner can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	 listen to short conversations respond to simple yes/no and some wh- questions about familiar topics. 	 participate in short conversations take turns respond to simple yes/no and wh- questions about familiar topics. 	 participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions about familiar topics. 	 participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of their own about a variety of topics and texts. 	 participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute their own comments about a variety of topics and texts. 		



GRADE 1: STANDARDS 3, 4, AND 5

	ELP Standard By the end of each English language proficiency level, an English Language Learner can					
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	An English Language Learner can speak and write about grade- appropriate complex literary and informational texts and topics.	• communicate simple information or feelings about familiar topics or experiences.	 communicate simple messages about familiar topics, experiences, or events. 	 deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. 	 using simple sentences and drawings or illustrations, deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. 	 including a few descriptive details, deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events.
1.4	An English Language Learner can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	 express a preference or opinion about familiar topics or experiences. 	• express an opinion about familiar topics, experiences, or events.	 express an opinion give a reason for the opinion about familiar stories, experiences, or events. 	 express opinions give a reason for the opinion about a variety of texts topics, experiences, and events. 	 express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events.
1.5	An English Language Learner can conduct research and evaluate and communicate findings to answer questions or solve problems.	 with prompting and support from adults, participate in shared research projects gather information label information from provided sources showing limited control. 	 with prompting and support from adults, participate in shared research projects gather information summarize some key information from provided sources showing emerging control. 	 with prompting and support from adults, participate in shared research projects gather information summarize information from provided sources showing developing control. 	 with prompting and support from adults, participate in shared research projects gather information summarize information answer a question from provided sources showing increasingly independent control. 	 with prompting and support from adults, participate in shared research projects gather information summarize information answer a question from provided sources showing independent control.



	ELP Standard	By the	end of each English	language proficienc	y level, an English Languag	e Learner can
Level 1 Level 2 Level 3 Level 4 Level 5						
1.6	An English Language Learner can analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	 with prompting and support, identify a reason an author or a speaker gives to support a point. 	 identify one or two reasons an author or a speaker gives to support the main point. 	 identify reasons an author or a speaker gives to support the main point. 	 identify appropriate reasons an author or a speaker gives to support the main point.
1.7	An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	 show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	 show awareness of differences between informal "playground speech" and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	 shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.
1.8	An English Language Learner can determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics,	using sentence-level context and visual aids, answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read- alouds, and simple texts about familiar	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.	 using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and <i>some common prefixes</i>), answer and ask questions to help determine or clarify the meaning of words, phrases, an idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.



	ELP Standard	By the end of each English language proficiency level, an English Language Learner can						
		Level 1	Level 2	Level 3	Level 4	Level 5		
1.9	An English Language Learner can create clear and coherent grade- appropriate speech and text.	[Standard introduced at Level 2.]	 with support (including visual aids and modeled sentences), retell an event present simple information with emerging control of some frequently occurring linking words. 	 with support (including modeled sentences), retell (in speech or writing) a simple sequence of events in the correct order present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then). 	 recount two or three events in sequence present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next, after</i>),and some frequently occurring linking words (<i>and, so</i>). 	 recount a more complex sequence of events in the correct order introduce a topic provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). 		
1.10	An English Language Learner can make accurate use of standard English to communicate in grade- appropriate speech and writing.	 with support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions. 	 with support (including visual aids and sentences) recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and</i>, <i>but</i>, <i>or</i>) produce simple sentences. 	 with support (including modeled sentences), use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences in response to prompts. 	use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences in response to prompts.	 use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts. 		

GRADE 1: STANDARDS 9 AND 10



Grades 2-3 ELP Standards

GRADES 2-3: STANDARDS 1 AND 2

Ε	ELP Standard By the end of each English language proficiency level, an English Language Learner can							
		Level 1	Level 2	Level 3	Level 4	Level 5		
2-3.1	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 from read- alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations.	 use an increasing range of strategies to: determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories from read-alouds, written texts, and oral presentations. 	 use a wide range of strategies to: determine the main idea or message tell how key details support the main idea retell a variety of stories from read-alouds, written texts, and oral communications. 		
2-3.2	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.	 listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. about familiar topics. 	 participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions about familiar topics. 	 participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute their own comments about familiar topics and texts. 	 participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute their own ideas about a variety of topics and texts. 	 participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express their own ideas about a variety of topics and texts. 		



Ε	LP Standard	By the end of each English language proficiency level, an English Language Learner can						
		Level 1	Level 2	Level 3	Level 4	Level 5		
2-3.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	 communicate simple information about familiar texts, topics, experiences, or events. 	 deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives compose informational texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	 with some details, deliver oral presentation compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 		
2-3.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• express an opinion about a familiar topic or story.	 express an opinion give one or more reasons for the opinion about a familiar topic or story. 	 introduce a topic express opinions give several reasons for the opinions about a variety of topics. 	 introduce a topic express opinions give several reasons for the opinions provide a concluding statement about a variety of topics 		
2-3.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	 with prompting and support, carry out short individual or shared research projects gather information from provided sources label information. 	 with prompting and support, carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/observations in simple notes. 	 with prompting and support, carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	 with prompting and support, carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	 carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories. 		

GRADES 2-3: STANDARDS 3, 4, AND 5



Ε	LP Standard	By the end of each English language proficiency level, an English Language Learner can					
		Level 1	Level 2	Level 3	Level 4	Level 5	
2-3.6	An ELL can analyze and critique the arguments of others orally and in writing.	 with prompting and support, use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	 with prompting and support, identify a reason an author or a speaker gives to support the main point. 	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	 describe how reasons support the specific points an author or a speaker makes. 	
2-3.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	 compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	 adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content- specific words in conversations and discussions. 	 adapt language choices as appropriate, to forma and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 	

GRADES 2-3: STANDARDS 6, 7, AND 8



2-3.8	determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	 using context, visual aids, and knowledge of morphology in their native language, ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 	using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content- specific words, and some idiomatic expressions in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.	 using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less- frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events. 	 using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content- specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.
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Ε	LP Standard		By the end of each	English language profic	iency level, an ELL ca	LL can			
		Level 1	Level 2	Level 3	Level 4	Level 5			
2-3.9	An ELL can create clear and coherent grade- appropriate speech and text.	With support (including context and visual aids), and using non- verbal communication: Communicate simple information about an event or topic; Use a narrow range of vocabulary and syntactically simple sentences with limited control.	With support (including visual aids and modeled sentences): Communicate simple information about a topic; Recount two events in sequence; Use frequently occurring linking words (e.g., <i>and</i> , <i>then</i>) with emerging control.	With support (including modeled sentences): Present a few pieces of information about a topic; Recount a short sequence of events; Use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.	With increasingly independent control: Introduce an informational topic Present facts about the topic; Recount a sequence of events, using temporal words (<i>before, after, soon</i>); Use linking words (e.g., <i>because, and, also</i>) to connect ideas or events.	With independent control: Introduce an informational topic; Present facts about the topic; Use temporal words to recount a coherent sequence of events; Use linking words (e.g., <i>because, and, also</i>) to connect ideas and events; provide a concluding statement about the topic.			
2-3.10	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and writing.	With support (including context and visual aids): Understand and use a small number of frequently occurring nouns and verbs; Respond to simple questions.	With support (including visual aids and modeled sentences): Recognize and use some frequently occurring collective nouns (e.g. <i>group</i>); Recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts.	With support (including modeled sentences): Use some collective nouns; Use the past tense of some frequently occurring irregular verbs; Use some frequently occurring adjectives, adverbs, and conjunctions; Produce and expand simple and some compound sentences.	Use collective nouns; Use the past tense of frequently occurring irregular verbs; Use an increasing number of adjectives, adverbs, and conjunctions; Produce and expand simple, compound, and (at Grade 3) a few complex sentences.	Use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>); Use the past tense of frequently occurring irregular verbs; Use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs; Produce and expand simple, compound, and (at Grade 3) some complex sentences.			

GRADES 2-3: STANDARDS 9 AND 10



Grades 4-5 ELP Standards

GRADES 4-5: STANDARDS 1 AND 2

E	LP Standard	By the	end of each English la	inguage proficiency leve	l, an English Language	Learner can
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	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 from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations.	 use a wide range of strategies to: determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text from read-alouds, written texts, and oral presentations.
4-5.2	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.	 participate in short conversation s participate in short written exchanges actively listen to others respond to simple questions and some wh- questions about familiar topics. 	 participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions about familiar topics and texts. 	 participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of their own ask and answer questions about familiar topics and texts. 	 participate in conversations and discussions participate in written exchanges build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence about a variety of topics and texts. 	 participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express their own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts.



E	LP Standard	By the end of each English language proficiency level, an ELL can					
		Level 1	Level 2	Level 3	Level 4	Level 5	
4-5.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	 communicate simple information about familiar texts, topics, events, or objects in the environment. 	 deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	 including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	 including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	 including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences. 	
4-5.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	 construct a simple claim about a familiar topic give a reason to support the claim. 	 construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	 construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement. 	
4-5.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	 recall information from experience gather information from a few provided sources label some key information . 	 recall information from experience gather information from provided sources record some information. 	 recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	 recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	 recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources. 	

GRADES 4-5: STANDARDS 3, 4, AND 5



E	LP Standard	By the er	nd of each English lang	uage proficiency level, a	n English Language Lea	arner can
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An ELL can . analyze and critique the arguments of others orally and in writing.	 identify a point an author or speaker makes. 	 identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	 describe how reasons support the specific points an author or speaker makes or fails to make. 	 explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
4-5.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 with emerging control, adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	 with developing control, adapt language choices according to purpose, task, and audience use an increasing number of general academic and content- specific words, phrases, and expressions in conversation, discussions, and short written text. 	 with increasing ease, adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing. 	 adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing.
4-5.8	An ELL can determine the meaning of words and phrases in oral presentation s and literary and informationa l text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic 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, phrases • determine the meaning of 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 meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.

GRADES 4-5: STANDARDS 6, 7, AND 8



E	LP Standard	By the er	nd of each English lang	uage proficiency level, a	n English Language Lear	ner can
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	An ELL can create clear and coherent grade- appropriate speech and text.	 with support (including context and visual aids), and using nonverbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 with support (including visual aids and modeled sentences), communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., and, then) with emerging control. 	 with support (including modeled sentences), introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because, and, also</i>) provide a concluding statement with developing control. 	 introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with increasingly independent control. 	 introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
4-5.10	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and writing.	 with support (including context and visual aids), recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple 	 with support (including visual aids and modeled sentences), recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions 	 with support (including modeled sentences), use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand 	 use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	 use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb



Grades 6-8 ELP Standards

GRADES 6-8: STANDARDS 1 AND 2

Ε	LP Standard	By the	end of each English	language proficiency	ر level, an English Langua	ge Learner can
		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.	 use an increasing range 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 summarize a simple text. 	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.	 participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express their own ideas ask and answer relevant questions add relevant information. 	 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	 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.



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.	 deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	 deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	 deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.
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.	 construct a claim about a familiar topic give a reason to support the claim. 	 construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
6-8.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	 gather information from a few provided sources label colle cted infor mati on. 	 gather information from provided sources record 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. 	 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. 	 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

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



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

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.	 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. 	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.	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with developing control. 	 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. 	 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
6-8.10	An ELL can . make accurate use of standard English to communic ate in grade- appropria te speech and	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and sentences), use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	 with support (including modeled sentences), use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	 use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	 use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

GRADES 6-8: STANDARDS 9 AND 10



Grades 9-12 ELP Standards

GRADES 9-12: STANDARDS 1 AND 2

E	ELP Standard	By	the end of each Eng	glish language proficier	ncy level, an English Langua	ge Learner can
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	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 communication s and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text.	 use an increasing range of strategies to: determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	 use a wide range of strategies to: determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.
9-12.2	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.	 participate in short conversation al and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	 participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express their own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express their own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.



E	LP Standard	By the	end of each English la	nguage proficiency lev	el, an English Language	Learner can
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	 with support (including modeled sentences), communicate information about familiar texts, topics, and experiences. 	 with support (including modeled sentences), deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	 with support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	 deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	 deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.
9-12.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	 express an opinion about a familiar topic. 	 construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	 construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	 construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter- claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter- claim provide a conclusion that summarizes the argument presented.

GRADES 9-12: STANDARDS 3, 4, AND 5



9-12.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	 gather information from a few provided print and digital sources label collected information, experiences, or events. 	 gather information from provided print and digital sources summarize data and information. 	 carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include 	 carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report 	 carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
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GRADES 9-12: STANDARDS 6, 7, AND 8

E	LP Standard	By the end of each English language proficiency level, an English Language Learner can								
		Level 1	Level 2	Level 3	Level 4	Level 5				
9-12.6	An ELL can analyze and critique the arguments of others orally and in writing.	 identify a point an author or a speaker makes. 	 identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	 analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support 				



9-12.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 adapt language choices to task and audience with emerging control use some frequently occurring general academic and content- specific words in conversation and discussion. 	 adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	 adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content- specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	 adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content- specific words and phrases employ both formal and more informal styles effectively, as appropriate.
9-12.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root 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, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.



E	LP Standards	By t	he end of each Englisł	language proficiency	level, an English Language Lea	rner can
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	An ELL can create clear and coherent grade- appropriate speech and text.	 with support (including context and visual aids) and non-verbal communication, communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 with support (including modeled sentences), recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) with emerging control. 	 recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control. 	 recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control. 	 recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
9-12.10	An ELL can make accurate use of standard English to communica te in grade- appropriate speech and writing.	 with support (including modeled sentences), recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	 with support (including modeled sentences), use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	 with support (including modeled sentences), use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	 use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	 use complex phrases and clauses produce and expand simple, compound, and complex sentences.

GRADES 9-12: 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 & Literacy⁴. 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 themselves⁵. 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.



⁴ 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.

⁵ 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 Practices⁶



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)

⁶ 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	Stand	dards			
ELA "Practices ⁶ " (EP)	1	2	3	4	5	6	7	8	9	10
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. 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
EP3. Construct valid arguments from evidence and critique the reasoning of others										
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5. Build upon the ideas of others and articulate their own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6. 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	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

⁶ 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).

Kindergarten English Language Arts Standards Matrix

			Correspond	ing CCSS fo	r ELA Standa	ards
	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	4,5	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	6	
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7,8	4,5	
6	Analyze and critique the arguments of others orally and in writing		8	1	3	
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		2	4,5
9	Create clear and coherent grade-appropriate speech and text			2,3	4,6	
10	Make accurate use of standard English to communicate in grade- appropriate speech and writing					1
	for Domains					
	Reading for Literature SL Speaking and Listening					
	Reading for Informational Texts L Language Writing					



Kindergarten English Language Proficiency Standards with Correspondences KINDERGARTEN STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can							
ELP.K.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 listening, reading, and viewing	 with prompting and support (including context and visual aids), use a very limited set of strategies to: identify a few key words from read-alouds and oral presentations of information or stories. 	 with prompting and support (including context and visual aids), use an emerging set of strategies to: identify some key words and phrases from read-alouds and oral presentations. 	 with prompting and support (including context and visual aids), use a developing set of strategies to: identify main topics ask and answer questions about key details from read-alouds and oral presentations. 	 with prompting and support (including context and visual aids), use an increasing range of strategies to: identify main topics answer questions about key details or parts of stories retell events from read-alouds, picture books, and oral presentations. 	 with prompting and support (including context and visual aids), use a wide range of strategies to: identify main topics answer questions about key details retell familiar stories from read-alouds, picture books, and oral presentations. 			
EP1. Support analyses of EP3. Construct valid arg EP4. Build and present b	f a range of grade-level complex uments from evidence and critic nowledge from research by inte as of others and articulate his or When engaging in ta	k texts with evidence. que the reasoning of others. egrating, comparing, and synth	esizing ideas from texts. collaboratively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.			
	when engaging in a	isks augilea with the rol						
message or lesson RL.3. With prompting an story. RL.7. With prompting ar story in which they RL.1., RI.1. With promption SL.2. Confirm understan	uding key details, and demonstr n. nd support, identify characters, s nd support, describe the relatior v appear (e.g., what moment in a ting and support, ask and answe nding of a text read aloud or info ething is not understood.	settings, and major events in a aship between illustrations and a story an illustration depicts). er questions about key details i	RI.3. With prompting individuals, even RI.7. With prompting the illustrations and thing, or idea in n a text.	n topic and retell key details of a g and support, describe the com hts, ideas, or pieces of informati and support, describe the relati the text in which they appear (e the text an illustration depicts). and answering questions about	nection between two on in a text. onship between e.g., what person, place,			



	By the end of each English language proficiency level, an English Language Learner can								
ELP.K.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, responding to beer, audience, or eader comments and questions	 listen with limited participation in short conversations respond to simple yes/no and some wh- questions 	 participate in short conversations respond to simple yes/no and wh- questions 	 participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions 	 participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion 	 participate in conversations and discussions ask and answer question follow rules for discussion 				
	about familiar topics.	about familiar topics.	about familiar topics.	about a variety of topics.	about a variety of topics.				
	When engagi	ng in one or more of th	ne following content-sp	ecific practices:					
complex texts w EP5. Build upon the id	s of a range of grade-level vith evidence. deas of others and articulate his s when working collaboratively.	MP1. Make sense of pro- solving them. MP6. Attend to precision		 SP4. Analyze and interpret dat SP6. Construct explanations a SP8. Obtain, evaluate, and cor 	nd design solutions.				
	<i>W</i> hen engaging i	n tasks aligned with t	he following Kindergart	en ELA Standards:					

b. Continue a conversation through multiple exchanges.



	By the en	By the end of each English language proficiency level, an English Language Learner can							
ELP.K.3.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can • communicate simple speak and write about grade- appropriate complex		communicate simple information or feelings feelings feelings		• tell or dictate simple messages	 make simple oral presentations compose short 				
literary and informational texts and topics	about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar topics, experiences, or events.	about a variety of topics, experiences, or events.	written texts about a variety of topics, experiences, or events.				
		ing in one or more of th	•						
 EP1. Support analyses of complex texts with EP2. Produce clear and c the development, o appropriate to the ta audience. 	evidence. oherent writing in which rganization, and style are	MP1. Make sense of proble them.MP6. Attend to precision.	ems and persevere in solving	SP6. Construct explanatic SP8. Obtain, evaluate, and	ns and design solutions. d communicate information.				
some information W.3. Use a combination	of drawing, dictating, and writ about the topic.	ing to narrate a single event or	xplanatory texts in which the	ten ELA Standards: y name what they are writing ab s, tell about the events in the ord					

SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.



	By the end of each English language proficiency level, an English Language Learner can								
LP.K.4.				Level 3	Level 4	Level 5			
n ELL can			on or	• express an opinion or preference	 express an opinion or preference 	 express an opinion or preference 			
onstruct grade- opropriate oral nd written claims nd support them	about a familiar topic	about a familiar to	pic	about a familiar topic or story	about a variety of topics or stories	about a variety of topics o stories			
ith reasoning and vidence	showing limited control.	showing emerging	control.	showing developing control.	showing increasing control.	showing increasing contro			
	_								
	When engag	ing in one or mo	ore of the	following content-spec	ific practices:				
EP2. Produce clear ar development, o task, purpose, ar	nd coherent writing in which th rganization, and style are appr nd audience. arguments from evidence and d	e opriate to	MP3. Con and oth	e following content-spec nstruct viable arguments d critique reasoning of ners. rend to precision.	SP4. Analyze and interp SP7. Engage in argumen SP8. Obtain, evaluate, a communicate infor	nt from evidence. nd			

W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

SL.6. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.



LP.K.5.	Level 1	Level 2		Level 3	Level 4	rner can Level 5	
n ELL can	with prompting and	with prompting		with prompting and	with prompting and	with prompting and	
	support from	support from a		support from	support from	support from	
conduct research and	adults,	 recall information 	ation from	adults,	adults,	adults,	
evaluate and	 recall information 	experience o	r use	 recall information 	 recall information 	 recall information 	
communicate	from experience or	information f	from a	from experience or	from experience or	from experience or	
indings to answer	from a provided	provided sou	irce to	use information from	use information from	use information from	
-	source.	answer a que	estion.	provided sources to	provided sources to	provided sources to	
uestions or solve				answer a question	answer a question	answer a question	
problems				showing	showing	showing	
				developing	increasing	increasing	
				control.	control.	control.	
			6 .11	<u></u>			
				e following content-spe			
	s of a range of grade-level cor	nplex texts		sense of problems and	SP3. Plan and carry out i		
with evidence.			persev	vere in solving them.		ons and design solutions.	
	It knowledge from research by				SP8. Obtain, evaluate, an communicate infor		
texts.	nparing, and synthesizing idea	ISTROM			communicate infor	mation.	
	deas of others and articulate h	nis or her					
	working collaboratively.						
	ctures to communicate contex	(†-					
specific message							

When engaging in tasks aligned with the following Kindergarten ELA Standards:

W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. **SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.



By the end of each English language proficiency level, an English Language Learner can							
Level 1	Level 2		Level 3		Level 4	Level 5	
[Standard introduced	[Standard introdu	iced	[Standard introduced	with p	rompting	with prompting	
at Level 4.]	at Level 4.]		at Level 4.]	and su	ipport,	and support,	
					•	 identify appropriate 	
				auth	or or speaker	reasons an author or	
				give	s to support a	speaker gives to	
				poin	t.	support main points	
	ing in one or me		following content on		- etico.		
				-		and define problems	
•			• •			•	
nd audience.		-					
arguments from evidence and c	ritique the	ar	nd critique reasoning of			ument from evidence.	
hers.		ot	hers.				
-					communicate	information.	
nparing, and synthesizing ideas	from						
	b						
deas of others and articulate hi king collaboratively	sornerown						
r r r r	Level 1 [Standard introduced at Level 4.] When engag Mend coherent writing in which the rganization, and style are appre- nd audience. arguments from evidence and coheres. It knowledge from research by nparing, and synthesizing ideas deas of others and articulate hi	Level 1 Level 2 [Standard introduced at Level 4.] [Standard introduced at Level 4.] When engaging in one or model When engaging in one or model Model and style are appropriate to addience. arguments from evidence and critique the ners. nt knowledge from research by mparing, and synthesizing ideas from deas of others and articulate his or her own	Level 1 Level 2 [Standard introduced at Level 4.] [Standard introduced at Level 4.] When engaging in one or more of the more of the more of the reganization, and style are appropriate to aduience. MP1. Main in MP1. Main in MP3. Constrained audience. arguments from evidence and critique the mers. MP3. Constrained are in MP3. Constrained audience. arguments from evidence and critique the mers. other more of the more of the mers. arguments from evidence and critique the mers. others and articulate his or her own	Level 1 Level 2 Level 3 [Standard introduced at Level 4.] [Standard introduced at Level 4.] [Standard introduced at Level 4.] [Standard introduced at Level 4.] When engaging in one or more of the following content-spect and coherent writing in which the rganization, and style are appropriate to and audience. MP1. Make sense of problems and per in solving them. MP3. Construct viable arguments arguments from evidence and critique the ners. MP3. Construct viable arguments and critique reasoning of others. MP3. down the sense of problems and per in solving them. MP3. Construct viable arguments and critique reasoning of others.	Level 1 Level 2 Level 3 [Standard introduced at Level 4.] [Standard introduced at Level 4.] [Standard introduced at Level 4.] with prince • iden auth gives poin • iden auth gives poin • iden auth gives When engaging in one or more of the following content-specific prince • iden auth gives MP1. Make sense of problems and persevere in solving them. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP3. Construct viable arguments and critique reasoning of others.	Level 1Level 2Level 3Level 4[Standard introduced at Level 4.][Standard introduced at Level 4.][Standard introduced at Level 4.]with prompting and support, • identify a reason an author or speaker gives to support a point.When engaging in one or more of the following content-specific practices:When engaging in one or more of the following content-specific practices:MP1. Make sense of problems and persevere rganization, and style are appropriate to nd audience.MP1. Make sense of problems and persevere in solving them.SP1. Ask questions SP6. Construct viable arguments and critique reasoning of others.SP1. Ask questions SP6. Construct spiele arguments and critique reasoning of others.SP1. Ask questions SP6. Construct expide arguments and critique reasoning of others.deas of others and articulate his or her ownwith prompting and synthesizing ideas fromat Level 4.]	

When engaging in tasks aligned with the following Kindergarten ELA Standards:

RI.8. With prompting and support, identify the reasons an author gives to support points in a text.

W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.



	By the end of each English language proficiency level, an English Language Learner can \ldots							
ELP.K.7.	Level 1	Level 1 Level 2		[Standard introduced • show a deve at Level 4.] • show a deve awareness o difference be appropriate for the plays		Level 4		
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	ELL can [Standard introduced at Level 4.] [Standard introduced at Level 4.] pt language ices to boose, task, and ience when aking and [Standard introduced at Level 4.]		ed			 show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 		
	When engag	ing in one or moi	re of the	following content	speci	ific practices:	•	
organization, an and audience.	nd coherent writing in which th nd style are appropriate to the t uctures to communicate contex	e development, ask, purpose,		tend to precision.	SP: SP(Ask questions and define p Construct explanations and Obtain, evaluate, and comi 	d design solutions.	
W.5. With guidance	When engaging and support from adults, respo	•		e following Kinderg				

- **SL.6.** Speak audibly and express thoughts, feelings, and ideas clearly.
- **L.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.



		By the end	of each Er	nglish language profici	ency level, an ELL can .	••
ELP.K.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	 with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	 with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 		 with prompting and support (including context and visual aids), answer questions to help determine the meaning of some words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	 with prompting and support (including context and visual aids), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events. 	 with prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.
EP1. Support analyses of a rang EP6. Use English structures to c	ge of grade-level complex text communicate context-specific	s with evidence. messages.	MP1. Mak pers	Dellowing content-specie are sense of problems and severe in solving them. Dollowing Kindergarten	SP1. Ask questions and def SP8. Obtain, evaluate, and	
 L.4. Determine or clarify the n a. Identify new meanings b. Use the most frequent L.5. With guidance and support a. Sort common objects b. Demonstrate understate c. Identify real-life connection 	of a text read aloud or informa if something is not understo- neaning of unknown and mul- s for familiar words and apply ly occurring inflections and af ort from adults, explore word i into categories (e.g., shapes, f anding of frequently occurring ections between words and th	tion presented or od. tiple-meaning wor them accurately (ffixes (e.g., <i>-ed, -s,</i> relationships and foods) to gain a se gverbs and adjecti eir use (e.g., note	ally or throu rds and phra e.g., knowin <i>re-, un-, pre-</i> nuances in v nse of the co ves by relati places at sch	prompting and support, ask gh other media by asking and uses based on Kindergarten re g <i>duck</i> is a bird and learning to , <i>-ful</i> , <i>-less</i>) as a clue to the me vord meanings. oncepts the categories repressing them to their opposites (a hool that are colorful).	eading and content. the verb to <i>duck</i>). eaning of an unknown word. ent.	





	By the end of each English language proficiency level, an English Language Learner can							
LP.K.9.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids,	with support (including visual aids,	with support (including visual aids),			
reate clear and coherent grade- ppropriate peech and text			context), • retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	context), • retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words.	 retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words 			
FD2 Draduce clear		ging in one or more of th			ant from avidance			
the developm	and coherent writing in which ent, organization, and style are task, purpose, and audience.	them.	oblems and persevere in solvin arguments and critique ners.	g SP7. Engage in argum SP8. Obtain, evaluate communicate in	, and			
L	When engaging	g in tasks aligned with th	e following Kindergarte	n ELA Standards:				
some inform W.3c. Use a combina they occurre	ation about the topic. tion of drawing, dictating, and d, and provide a reaction to wh	writing to compose informative writing to narrate a single event at happened. events and, with prompting and	or several loosely linked even	ts, tell about the events in the				



		By the end of	each E	nglish language prof	iciency level, an ELL can	•••	
ELP.K.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	 with support (including context and visual aids), recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	 with support (inclust context and visual aids), recognize and use frequently occurr nouns, verbs, and short phrases respond to yes/nd and wh- question produce a few simple sentences in shared language activities. 	e ing I D S	 with support (including context and visual aids), recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences in shared language activities. 	 with support (context and visual aids), recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences in shared language activities. 	 with increasing independence use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences in shared language activities. 	
development, task, purpose, a	nd coherent writing in which t organization, and style are app	he propriate to		e following content-s	pecific practices: SP8. Obtain, evaluate, and co	ommunicate information.	
a. Print many (b. Use frequen c. Form regula d. Understand e. Use the mos	When engaging ommand of the conventions of upper- and lowercase letters. tly occurring nouns and verbs. In plural nouns orally by adding and use question words (inter st frequently occurring preposi d expand complete sentences i	standard English grar s/s/ or /es/ (e.g., <i>dog, c</i> rogatives) (e.g., <i>who, w</i> tions (e.g., <i>to, from, in,</i>	nmar an logs; wis rhat, whe out, on, c	h, wishes). ere, when, why, how).			



Grade 1 English Language Arts Standards Matrix

	FI D Stenderde		Correspondi	ng CCSS for	[•] ELA Standa	rds
	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	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, 5	
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	
5	Conduct research and evaluate and communicate findings to answer questions or solve problems			7,8	4, 5	
6	Analyze and critique the arguments of others orally and in writing		8	1	3	
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			2,3	4	
10	Make accurate use of standard English to communicate in grade- appropriate speech and writing					1
Legen	d for Domains				·	·
RL RI W	Reading for LiteratureSLSpeaking and ListeningReading for Informational TextsLLanguageWritingLLanguage					



Grade 1 English Language Proficiency Standards with Correspondences

GRADE 1: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can								
ELP.1.1.	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	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations.	 use a developing set of strategies to: identify main topics, answer questions about key details retell some key details or events from read-aloud texts, simple written texts, and oral presentations. use an increasing range of strategies to: identify main topics identify main topics identify main topics identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories 		use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations.				
EP3. Construct valid argument EP4. Build and present kn	a range of grade-level complex t ments from evidence and critiqu owledge from research by integ of others and articulate his or h	ue the reasoning of others. rating, comparing, and synthe er own ideas when working co	sizing ideas from texts. Ilaboratively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.				
	When enga	ging in tasks aligned with	the following Grade 1 I	ELA Standards:					
central message of RL.3. Describe character RL.1., RI.1. Ask and ans	luding key details, and demonst or lesson. ers, settings, and major events i swer questions about key details ons and details in a text to descr	n a story, using key details. s in a text.		topic and retell key details of a tex nection between two individuals, e text.					

SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.



	By the er	nd of each English lang	guage proficiency level, a	n English Language Learr	ner can
ELP.1.2.	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	 listen to short conversation s respond to simple yes/no and some wh- questions 	 participate in short conversations take turns respond to simple yes/no and wh- questions 	 participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions 	• participate in discussions, conversations, and	 participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer question build on the comments of others contribute his or her own comments about a variety of topics and texts.
	When e	ngaging in one or more o	f the following content-spe	cific practices:	
 EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. 		MP1. Make sense of p solving them. s MP6. Attend to precis	problems and persevere in	SP4. Analyze and interpret dataSP6. Construct explanations anSP8. Obtain, evaluate, and com	d design solutions.

W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to clear up any confusion about the topics and texts under discussion.



	By the end of each English language proficiency level, an English Language Learner can								
ELP.1.3.	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 or feelings about familiar topics or experiences. 	 communicate simple messages about familiar topics, experiences, or events. 	 deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. 	 using simple sentences and drawings or illustrations, deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. 	 including a few descriptive details, deliver oral presentation compose written texts about a variety of texts, topics, experiences, or events. 				
EP1. Support analyses of		ngaging in one or more of t MP1. Make sense of proble	the following content-spe ems and persevere in solving	cific practices: SP6. Construct explanation	ns and design solutions.				
complex texts with EP2. Produce clear and co	evidence. oherent writing in which rganization, and style are	them. MP6. Attend to precision.		SP8. Obtain, evaluate, and	0				
	explanatory texts in which the	ngaging in tasks aligned w ey name a topic, supply some fa pre appropriately sequenced e	acts about the topic, and provi		nporal words to				

signal event order, and provide some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



	By the end of each English language proficiency level, an English Language Learner can						
LP.1.4.	Level 1	Level 2		Level 3	Level 4	Level 5	
on ELL can construct grade- ppropriate oral	• express a preference or opinion	• express an opinion		 express an opinion give a reason for the opinion 	 express opinions give a reason for the opinion 	 express opinions introduce the topic give a reason for the opinion 	
nd written claims nd support them vith reasoning and vidence	about familiar topics or experiences.	about familiar top experiences, or ev		about familiar stories, experiences, or events.	about a variety of texts topics, experiences, and events.	 provide a sense of closure about a variety of texts, topics, experiences, or events. 	
	When er	gaging in one or r	nore of t	he following content-spe	cific practices:		
 When engaging in one or it EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 		MP3. Con and oth	nstruct viable arguments d critique reasoning of ners. end to precision.	SP4. Analyze and inter SP7. Engage in argume SP8. Obtain, evaluate, communicate inf	ent from evidence. and		

some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



	By the end of each English language proficiency level, an English Language Learner can						
ELP.1.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5	
An ELL can	with prompting and	with prompting	g and	with prompting and	with prompting and	with prompting and	
	support from	support from		support from	support from	support from	
conduct research and	adults,	adults,		adults,	adults,	adults,	
evaluate and communicate findings to answer questions or solve problems	 participate in shared research projects gather information label information 	 participate in shared research projects gather information summarize some key information 		 participate in shared research projects gather information summarize information 	 participate in shared research projects gather information summarize information answer a question 	 participate in shared research projects gather information summarize informatio answer a question 	
	nom provided sources	nom provided	sources	from provided sources	nomprovided	nomprovided	
	When e	ngaging in one o	or more of	the following content-speci	fic practices:		
 EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 			MP1. Make sense of problems and persevere in solving them. SP3. Plan and carry out investig SP6. Construct explanations an SP8. Obtain, evaluate, and communicate information		ons and design solutions. d		

When engaging in tasks aligned with the following Grade 1 ELA Standards:

W.7. Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. **SL.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.



	By the en	age proficiency level, an English Language Learner can					
LP.1.6.	Level 1	Level 2		Level 3		Level 4	Level 5
n ELL can nalyze and ritique the rguments of thers orally and in rriting 	[Standard introduced at Level 2.]			• identify one or two reasons an author or a speaker gives to support the main point.	autho	y reasons an r or a speaker to support the point.	• identify appropriate reasons an author or a speaker gives to support the main point
development, or task, purpose, an EP3. Construct valid a reasoning of oth EP4. Build and presen integrating, com texts.	d coherent writing in which the rganization, and style are appro nd audience. Irguments from evidence and c	e opriate to ritique the from	MP1. Ma in MP3. Co an	e following content-speci ake sense of problems and pers solving them. nstruct viable arguments d critique reasoning of hers.	severe s	5P1. Ask questions5P6. Construct exp design solution	ons. ument from evidence. ate, and

W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.



	By the end of each English language proficiency level, an English Language Learner can					
ELP.1.7.	Level 1 Level 2		Level 3	Level 4	Level 5	
An ELL can adapt language choices to purpose, task, and audience when speaking and	[Standard introduced at Level 3.]	[Standard introduce at Level 3.]	ed • show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	 show awareness of differences between informal "playground speech" and language appropriate to the classroom 	 shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time 	
writing				 use some words learned through conversations, reading, and being read to. 	 use words learned through conversations, reading, and being read to. 	
organization, an and audience.	nd coherent writing in which d style are appropriate to the ctures to communicate conte	the development, e task, purpose,	re of the following content-sp	SP1. Ask questions and define SP6. Construct explanations a SP8. Obtain, evaluate, and co	and design solutions.	
	When er	gaging in tasks aligr	ned with the following Grade	1 ELA Standards:		
W.5. With guidance ar	nd support from adults, focus	on a topic, respond to o	questions and suggestions from pe	eers, and add details to strengthen	writing as needed.	
SL.6. Produce comple	te sentences when appropria	ate to task and situation				
•	hrases acquired through con are happy that makes me hap		being read to, and responding to	texts, including using adjectives ar	nd adverbs to describe (e.g.,	

	By the end of each English language proficiency level, an English Language Learner can						
ELP.1.8.	2.1.8. Level 1 Level 2			Level 3	Level 4	Level 5	
An ELL can determine the meaning of words and phrases in oral oresentations and iterary and mformational text with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral topics, experiences, or events. with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and presentations and read- alouds about familiar topics, experiences, or based or occurring words and presentations and read- alouds about familiar topics, experiences, or events.		 with prompting and (including contex visual aids), answer and somet ask simple question help determine the meaning of freque occurring words a phrases in simple oral presentations and r alouds about familit topics, experiences, events. 	et and times ons to te ently and read- iar	using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read- alouds, and simple texts about familiar topics, experiences, or events.	 using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events. 	 using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events. 	
	When enga a range of grade-level complex to s to communicate context-spec	exts with evidence.	MP1. Ma	ollowing content-specific lke sense of problems and rsevere in solving them.	SP1. Ask questions and de	fine problems. communicate information.	
 words the sense L.4. Determine or clari of strategies. a. Use sentence-le b. Use frequently c. Identify frequent L.5. With guidance and a. Sort words into b. Define words b c. Identify real-life d. Distinguish sha 	d phrases in stories or poems th	at suggest feelings or a multiple-meaning wo meaning of a word or phra meaning of a word. ook) and their inflection rate understanding of to gain a sense of the ey attributes (e.g., <i>a d</i> and their use (e.g., <i>note</i> ifering in manner (e.g.	appeal to ords and p ase. onal forms word rela e concepts luck is a bi places at , look, pee	and phrases in a text. hrases based on grade 1 readin (e.g., looks, looked, looking). tionships and nuances in word s the categories represent. rd that swims; a tiger is a large of home that are cozy).	ions to help determine or clar g and content, choosing flexib meanings. cat with stripes).	oly from an array	





	By the end of each English language proficiency level, an English Language Learner can						
LP.1.9.	Level 1	Level 2	Level 3	Level 4	Level 5		
n ELL can reate clear and oherent grade- ppropriate beech and text	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), • retell an event • present simple information with emerging control of some frequently occurring linking words.	 with support (including modeled sentences), retell (in speech or writing) a simple sequence of events in the correct order present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then). 	 recount two or three events in sequence present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next, after</i>),and some frequently occurring linking words (<i>and, so</i>). 	 Level 5 recount a more complex sequence of events in the correct order introduce a topic provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases). 		
	When	engaging in one or more of t	he following content-speci	fic practices:			
the development, organization, and style are appropriate to task, purpose, and audience.MP3. Construct v		e them.	oblems and persevere in solving arguments and critique ners.	g SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.			
W.3. Write narrative	tive/explanatory texts in which	engaging in tasks aligned wi they name a topic, supply some r more appropriately sequenced	ith the following Grade 1 EL e facts about the topic, and prov	ide some sense of closure.	emporal words to		

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



	By the	end of each English	language proficiency level, a	n English Language Learne	r can
ELP.1.10.	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	 with support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions. 	 with support (includin visual aids and senten recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>abut</i>, <i>or</i>) produce simple sentences. 	 modeled sentences), use some singular and plural nouns use verbs in the present and past tenses 	tenses with appropriate	 use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts.
organization, ar audience.	When er nd coherent writing in which the nd style are appropriate to task, ctures to communicate context	e development, purpose, and	re of the following content-spec MP6. Attend to precision.	ific practices: SP8. Obtain, evaluate, and com	nmunicate information.
	When e	ngaging in tasks align	ed with the following Grade 1 E	LA Standards:	
 a. Print all upper b. Use common, c. Use singular a d. Use personal, e. Use verbs to c f. Use frequentling. Use frequentlinh. Use determining i. Use frequentlinh. 	- and lowercase letters. proper, and possessive nouns. nd plural nouns with matching y possessive, and indefinite prom convey a sense of past, present, y occurring adjectives. y occurring conjunctions (e.g., <i>a</i> ers (e.g., articles, demonstrative y occurring prepositions (e.g., <i>d</i>	verbs in basic sentences ouns (e.g., I, me, my; the and future (e.g., Yester nd, but, or, so, because) s). uring, beyond, toward).	ey, them, their, anyone, everything). day I walked home; Today I walk hor).	ne; Tomorrow I will walk home).	mpts.



Grade 2 English Language Arts Standards Matrix

		C	orrespondiı	ng CCSS foi	r ELA Stand	ards
	ELP Standards	R	R	W	S	
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	4,5	
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	4	
6	Analyze and critique the arguments of others orally and in writing		8	1	3	
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			2, 3	4	
10	Make accurate use of standard English to communicate in grade- appropriate speech and writing					1
	for Domains					
RI I	Reading for Literature SL Speaking and Listening Reading for Informational Texts L Language Writing					



	By the end of each English language proficiency level, an English Language Learner can						
ELP.2-3.1.	Level 1	Level 2 Level 3		Level 4	Level 5		
An ELL can	strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.		use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:		
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing			 answer questions retell some key details from read-alouds, simple written texts, and oral 	 determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories from read-alouds, written texts, and oral presentations. 	 determine the main ide or message tell how key details support the main idea retell a variety of storie from read-alouds, writte texts, and oral communications. 		
EP3. Construct valid argum EP4. Build and present know	a range of grade-level complex t nents from evidence and critiqu owledge from research by integ of others and articulate their ov	e the reasoning of others. rating, comparing, and synthesi	zing ideas from texts. atively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.		
determine their cent	uding fables and folktales from or rain message, lesson, or moral.	liverse cultures, and RI.2	 prmational Text Identify the main topic of paragraphs within the tex 	a multiparagraph text as well as th	·		

- **RL.3.** Describe how characters in a story respond to major events and challenges.
- **RL.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RI.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RL.1., RI.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **SL.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.



	By the end of each English language proficiency level, an English Language Learner can						
ELP.2-3.2.	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, responding to peer, audience, or reader comments and questions	 listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. 	 participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions 	 participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute their own comments about familiar topics and texts. 	 participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute their own ideas about a variety of topics and texts. 	 participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer question build on the ideas of others express their own ideas about a variety of topics and texts. 		
texts with evident EP5. Build upon the ide	of a range of grade-level comple	solving them.	lems and persevere in	ic practices: SP4. Analyze and interpret data. SP6. Construct explanations and SP8. Obtain, evaluate, and comr	design solutions.		
SL.1. Participate in collal a. Follow agreed-u under discussio b. Build on others'	support from adults, use a varie borative conversations with dive upon rules for discussions (e.g., g	rse partners about Grade 2 top aining the floor in respectful wa their comments to the remarks	nd publish writing, including ics and texts with peers and ays, listening to others with o of others.		the topics and texts		





	By the end of each English language proficiency level, an English Language Learner can							
ELP.2-3.3.	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, experiences, or events.	 deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives compose informational texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	 with some details, deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 			
		ngaging in one or more of t	<u> </u>					
complex texts with a EP2. Produce clear and co the development, or	 EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and 		MP1. Make sense of problems and persevere in solving them.MP6. Attend to precision.		ns and design solutions. I communicate information.			
 W.3. Write narratives in v temporal words t SL.4. Tell a story or recount 	xplanatory texts in which they which they recount a well-elak o signal event order, and pro- unt an experience with approp	ngaging in tasks aligned wi y introduce a topic, use facts an porated event or short sequence vide a sense of closure. priate facts and relevant, descri drawings or other visual displa	d definitions to develop point e of events, include details to o ptive details, speaking audibly	s, and provide a concluding sta describe actions, thoughts, and y in coherent sentences.	feelings, use			



	By the e	nd of each Englis	h langua	ge proficiency level, an	English Language Lear	ner can	
.P.2-3.4.	LL can • express an opinion • express an opinion etruct grade- ropriate oral		pinion • express an opinion • give one or more		Level 4	Level 5 introduce a topic express opinions give several reasons for the opinions provide a 	
ELL can Instruct grade- propriate oral Ind written claims					 introduce a topic express opinions give several reasons for the opinions 		
id support them th reasoning and idence	about a familiar topic.	about a familiar to or story.		about a familiar topic or story.	about a variety of topics.	concluding statement about a variety of topics	
ED2 Droduco cloar a				following content-specif		arat data	
 EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 			 MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision. 		SP4. Analyze and interpret data.SP7. Engage in argument from evidence.SP8. Obtain, evaluate, and communicate information.		

- **W.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- **SL.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **L.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).



Level 1 with prompting	Leve		Level 3	Level 4	Level 5
vith prompting					
	with prompting	5	with prompting	with prompting	
and support,	and support,		and support,	and support,	
 carry out short individual or shared research projects gather information from provided sources label information. 	 individual or research proj recall informa from experien gather inform from provide record some information/or 	shared jects ation nce nation ed sources observation	 carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	 carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	 carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.
When en	l gaging in one o	or more of th	e following content-speci	fic practices:	
 EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. 		MP1. Make sense of problems and persevere in solving them.		 SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. 	
f Gaa	individual or shared research projects gather information from provided sources label information. When en f a range of grade-level comp nowledge from research by ring, and synthesizing ideas as of others and articulate his orking collaboratively.	 carry out short individual or shared research projects gather information from provided sources label information. recall inform from provided sources gather information. record some information/ s in simple not When engaging in one of f a range of grade-level complex texts nowledge from research by ring, and synthesizing ideas from as of others and articulate his or her	 individual or shared research projects gather information from provided sources label information. record some information/observation record some information/observation s in simple notes. When engaging in one or more of th f a range of grade-level complex texts nowledge from research by ring, and synthesizing ideas from as of others and articulate his or her orking collaboratively.	 carry out short individual or shared research projects recall information from provided sources recall information from provided sources gather information from provided sources record some information/observation s in simple notes. When engaging in one or more of the following content-specient f a range of grade-level complex texts MP1. Make sense of problems and persevere in solving them. 	carry out short individual or shared research projectsindividual or shared research projectsindividual or shared research projectsindividual or shared research projectsgather information from provided sources• recall information from provided sources• sort evidence into provided categories.• sort evidence into<

W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.



	By the end of each English language proficiency level, an ELL can							
LP.2-3.6.	Level 1 Level 2			Level 3	L	.evel 4	Level 5	
n ELL can	with prompting and support,	with prompting and support,						
nalyze and ritique the rguments of thers orally and in riting	• use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	 identify a reason an author or a speaker gives to support the main point. 		 tell how one or two reasons support the main point an author or a speaker makes. 	• tell how one or two reasons support the specific points an author or a speaker makes.		 describe how reasons support the specific points an author or a speaker makes. 	
	nd coherent writing in which th	e	MP1. Mal	e following content-speci ke sense of problems and pers	severe SP	1. Ask questions	and define problems.	
development, o task, purpose, a	organization, and style are app nd audience.	ropriate to		olving them. Istruct viable arguments	SP	 Construct exp design solutic 		
	arguments from evidence and	critique the		l critique reasoning of		•	ument from evidence.	
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.					communicate	information.		
-	ideas of others and articulate h rking collaboratively.	is or her own						

When engaging in tasks aligned with the following Grade 2 ELA Standards:

RI.8. Describe how reasons support specific points the author makes in a text.

W.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

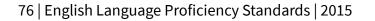


	By the en	By the end of each English language proficiency level, an English Language Learner can								
ELP.2-3.7.	Level 1 Level 2		Level 3	Level 4	Level 5					
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 show increasing awareness of differ between informal "playground speec and language appropriate to the classroom use some words learned through conversations, rea and being read to. 	use of English • (at Grade 3), use an increasing number general academic a content-specific wo in conversations ar discussions.	rmal as appropriate, to formal and informal contexts of (at Grade 3), use a wider range of general academic and content-	 adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 					
EP2. Produce clear a	When en		ore of the following content MP6. Attend to precision.	SP1. Ask questions and define p	problems.					
and audience.	nd style are appropriate to the ta uctures to communicate context			SP6. Construct explanations an SP8. Obtain, evaluate, and com	•					

When engaging in tasks aligned with the following Grade 2 ELA Standards:

W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- **SL.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).





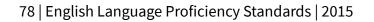
	By the ei	nd of each Engl	ish langua	age proficiency level, an	English Language Learn	er can
ELP.2-3.8.	Level 1	Level	2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	 using context, visual aids, and knowledge of morphology in his or her native language, ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 		 using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less-frequently occurring words and phrases, content- specific words, and some idiomatic expressions in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. 	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectiona endings such as <i>-ed, -ing</i> , and some common prefixes), determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics,
EP1. Support analyses of a range EP6. Use English structures to co	e of grade-level complex texts v	with evidence.	MP1. Mak	e sense of problems and evere in solving them.	 SP1. Ask questions and defining SP8. Obtain, evaluate, and contract of the second secon	•
EPG. Use English structures to co		-		e following Grade 2 ELA St		
a. Identify new meaningsb. Use the most frequentL.5. With guidance and support	about unknown words in a tex neaning of unknown and multi for familiar words and apply th ly occurring inflections and affi	kt. ple-meaning words nem accurately (e. xes (e.g., <i>-ed, -s, re</i> lationships and nu ods) to gain a sens	Information RI.4. With s and phrase g., knowing e-, un-, pre-, lances in wo e of the con	onal Text n prompting and support, ask es based on Grade 2 reading a <i>duck</i> is a bird and learning the <i>-ful, -less</i>) as a clue to the me rd meanings. cepts the categories represen	and answer questions about u nd content. e verb to <i>duck</i>). aning of an unknown word. ıt.	nknown words in a text.



	By the er	By the end of each English language proficiency level, an English Language Learner can							
ELP.2-3.9.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can create clear and coherent grade- appropriate speech and text	 with support (including context and visual aids), and using nonverbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 with support (including visual aids and modeled sentences), communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., and, then) with emerging control. 	 with support (including modeled sentences), present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 	 with increasingly independent control, introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before, after, soon</i>) use linking words (e.g., <i>because, and, also</i>) to connect ideas or events. 	 with independent contro introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because, and, also</i>) to connect ideas and events provide a concluding statement about the topic. 				
the developm	When er and coherent writing in which ent, organization, and style are task, purpose, and audience.	them.	oblems and persevere in solvin arguments and critique		and				

When engaging in tasks aligned with the following Grade 2 ELA Standards:

- W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.





Department of Education & Workforce

GRADE 2:	STANDARD 10
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	By the end of each English language proficiency level, an English Language Learner can					
ELP.2-3.10.	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	 with support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	 Level 2 with support (including visual aids and modeled sentences), recognize and use son frequently occurring collective nouns (e.g. group) recognize and use son frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response prompts. 		 with support (including modeled sentences), use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	 use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	 use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.
organization, and audience.	When eng d coherent writing in which the l style are appropriate to task, p tures to communicate context-	development, r purpose, and		following content-specific ttend to precision.	: practices: P8. Obtain, evaluate, and com	municate information.
 a. Use collective n b. Form and use f c. Use reflexive p d. Form and use t e. Use adjectives f. Produce, expansion 	mand of the conventions of stand nouns (e.g., group). Frequently occurring irregular p ronouns (e.g., myself, ourselves the past tense of frequently occur and adverbs, and choose betwo	andard English grammar lural nouns (e.g., <i>feet, ch</i> :). :urring irregular verbs (e een them depending on	and us nildren, .g., sat, what is	<i>teeth, mice, fish</i>). <i>hid, told</i>). s to be modified.		novie; The action



Grade 3 English Language Arts Standards Matrix

	ELP Standards		Correspondir	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	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					
RI RI W	Reading for Informational Texts L Language					



Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondence

By the end of each English language proficiency level, an English Language Learner can							
LP.2-3.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
In ELL can onstruct meaning from ral presentations and terary and nformational text nrough grade- ppropriate listening, eading, and viewing	use a very limited set of strategies to: • identify a few key words and phrases from read- alouds, simple written texts, and oral presentations.	 use an emerging set of strategies to: identify some key words and phrases identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations. 	use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations.	 use an increasing range of strategies to: determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories from read-alouds, written texts, and oral presentations. 	 use a wide range of strategies to: determine the main idea or message tell how key details support the main idea retell a variety of stories from read-alouds, written texts, and oral communications. 		
EP4. Build and present kr	owledge from research of others and articulat	nd critique the reasoning of othen by integrating, comparing, and re his or her own ideas when wor n engaging in tasks aligned	synthesizing ideas from tex king collaboratively.		ng and define problems.		
how determine t through key detail RL.3. Describe characte language explain RL.7. Explain how speci conveyed by the w character or settin	ncluding fables, folktale the central message, les s in the text. rs in a story (e.g., their t n how their actions con fic aspects of a text's ill rords in a story (e.g., cre g).	es, and myths from diverse cultur sson, or moral and explain how it traits, motivations, or feelings) a tribute to the sequence of events ustrations contribute to what is eate mood, emphasize aspects of nstrate understanding of a text, r	Informational Terres; RI.2. Determine to the second the second the second the second that pertain RI.7. Use information at the second that pertain RI.7. Use information at why, and here second that second t	ext the main idea of a text; recount the support the main idea. e relationship between a series of h ncepts, or steps in technical proced is to time, sequence, and cause/eff ation gained from illustrations (e.g ext to demonstrate understanding ow key events occur).	historical events, scientific lures in a text, using ect. ., maps, photographs) and the		



	By the end of each English language proficiency level, an English Language Learner can								
ELP.2-3.2.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can	 listen to and occasionally participate 	 participate in short conversations, 	 participate in short discussions and 	 participate in discussions, 	 participate in extended discussions, 				
participate in grade- appropriate oral and written exchanges of nformation, ideas, and analyses, responding to peer, audience, or reader comments and questions	 in short conversations respond to simple yes/no and some wh-questions. about familiar topics. 	discussions, and written exchanges • take turns • respond to simple yes/no and wh- questions about familiar topics.	 written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute their own comments 	 conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute their own ideas about a variety of topics and texts. 	 conversations, and written exchanges follow the rules for discussion ask and answer question build on the ideas of others express their own ideas about a variety of topics and texts. 				
			about familiar topics						
	When enga	ging in one or more o	f the following content	specific practices:					
complex texts w EP5. Build upon the id	s of a range of grade-level ith evidence. eas of others and articulate his when working collaboratively.	solving them. MP6. Attend to precis	roblems and persevere in ion.	SP4. Analyze and interpret data SP6. Construct explanations an SP8. Obtain, evaluate, and com	d design solutions.				
	When engagi	ng in tasks aligned wi	ith the following Grade	3 ELA Standards:					
others; demonstr SL.1. Engage effectively others' ideas and a. Come to discuss explore ideas	ate sufficient command of keyb in a range of collaborative discu expressing their own clearly. ions prepared, having read or so under discussion.	poarding skills to type a min ussions (one-on-one, in grou tudied required material; ex	imum of one page in a single s ips, and teacher-led) with dive splicitly draw on that preparat	h writing as well as to interact and itting. rse partners on <i>grade 3 topics and</i> ion and other information known a h care, speaking one at a time abou	<i>texts</i> , building on bout the topic to				

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.d. Explain their own ideas and understanding in light of the discussion.



By the end of each English language proficiency level, an English Language Learner can						
ELP.2-3.3.	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, experiences, or events. 	 deliver simple oral presentations compose written texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives compose informational texts about familiar texts, 	 deliver short oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	 with some details, deliver oral presentations compose written narratives compose informational texts about a variety of texts, topics, experiences, or events. 	
 EP1. Support analyses of complex texts with EP2. Produce clear and c the development, o appropriate to the ta audience. 	a range of grade-level evidence. oherent writing in which rganization, and style are ask, purpose, and	them. MP6. Attend to precision.	ms and persevere in solving	SP6. Construct explanation SP8. Obtain, evaluate, and		
 a. Introduce a top b. Develop the to c. Use linking word d. Provide a concommentation w.3. Write narratives to a. Establish a situ b. Use dialogue a c. Use temporal of d. Provide a sense 	explanatory texts to examine a bic and group related informat pic with facts, definitions, and rds and phrases (e.g., <i>also</i> , <i>and</i> luding statement or section. develop real or imagined expo- uation and introduce a narrato and descriptions of actions, the words and phrases to signal ev- e of closure.	ther, and, more, but) to connect eriences or events using effective r and/or characters; organize a bughts, and feelings to develop ent order.	formation clearly. ns when useful to aiding comp at ideas within categories of in- ve technique, descriptive deta n event sequence that unfolds experiences and events or sho	orehension. formation. ils, and clear event sequences.		



By the end of each EnglishELP.2-3.4.Level 1Level 2An ELL can• express an opinion• express an opinionconstruct grade- appropriate oral and written claims and support them with reasoning and• about a familiar topic.about a familiar topic.		nd of each Englis	h langua	ge proficiency level, an	English Language Lea	rner can
		Level 2	2	Level 3	Level 4	Level 5
		e- al em		 introduce a topic express opinions give several reasons for the opinions about a variety of topics. 	 introduce a topic express opinions give several reasons for the opinions provide a concluding statement 	
vidence		or story.		or story.		about a variety of topics.
development, oc task, purpose, a EP3. Construct valid the reasoning o EP5. Build upon the i ideas when wor	nd coherent writing in which th organization, and style are app nd audience. arguments from evidence and f others. deas of others and articulate h king collaboratively.	ne ropriate to critique iis or her own	MP3. Cor and oth	he following content-sp nstruct viable arguments d critique reasoning of ers. end to precision.	SP4. Analyze and inter SP7. Engage in argume SP8. Obtain, evaluate, communicate inf	ent from evidence. and
EP6. Use English stru	ctures to communicate contex					
	When engag	ging in tasks alig	ned with	the following Grade 3 E	ELA Standards:	
a. Introduce the fb. Provide reasorc. Use linking wo	is that support the opinion.	bout, state an opinior	n, and creat	e an organizational structure t connect opinion and reasons.		
SL.4. Report on a topic	or text, tell a story, or recoun	an experience with a	ppropriate	facts and relevant, descriptive	e details, speaking clearly at a	n understandable pace.
	accurately grade-appropriate c elationships (e.g., <i>After dinner</i>			c, and domain-specific words a em).	and phrases, including those t	hat signal spatial



	By the er	nd of each Eng	lish langua	ge proficiency level, an	English Language Lear	nglish Language Learner can		
LP.2-3.5.	Level 1	Leve	l 2	Level 3	Level 4	Level 5		
An ELL can conduct research and evaluate and communicate indings to answer questions or solve problems	 with prompting and support, carry out short individual or shared research projects gather information from provided sources label information. 	 with prompting support, carry out shor or shared rese projects recall informa experience gather inform provided sour record some information/o in simple note 	t individual earch tion from nation from ces observations	 with prompting and support, carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	 with prompting and support, carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	 carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories. 		
with evidence. EP4. Build and presen integrating, com texts. EP5. Build upon the ic own ideas when	s of a range of grade-level con It knowledge from research by Iparing, and synthesizing idea deas of others and articulate h working collaboratively. ctures to communicate contex	nplex texts / s from is or her	MP1. Make s	te following content-sp ense of problems and ere in solving them.	SP3. Plan and carry out in SP6. Construct explanati SP8. Obtain, evaluate, an communicate infor	ons and design solutions. Id		
		ing in tacks al	igned with	the following Grade 3 E	I A Standards.			



By the end of ea		nd of each English	language p	proficiency level, an	Englis	h Language Lear	ner can	
LP.2-3.6.	Level 1	Level 2		Level 3		Level 4	Level 5	
n ELL can nalyze and ritique the rguments of thers orally and in vriting	canwith prompting and support,with prompting and support,e and e the ents of orally and in• use a few frequently occurring words and phrases to identify a point an author or a point an author or a main point.• identify a reason an author or a speaker gives to support the main point.		ker r the n	ell how one or two easons support the nain point an author or speaker makes.	reaso speci	ow one or two ons support the ific points an or or a speaker es.	 describe how reasons support the specific points an author or a speaker makes. 	
 development, o task, purpose, ar EP3. Construct valid a reasoning of oth EP4. Build and preser integrating, con texts. EP5. Build upon the id 	nd coherent writing in which th rganization, and style are app nd audience. arguments from evidence and	e ropriate to critique the , s from	MP1. Make s in solvi MP3. Constr	Dllowing content-sp ense of problems and per ng them. uct viable arguments itique reasoning of	-	SP1. Ask questions SP6. Construct exp design solution	ons. ument from evidence. ate, and	
	s ;	ing in tasks align	ed with the	following Grade 3 E	LA Stai	ndards:		
RI.8. Describe the logical W.1b. Provide reasons the second s	al connection between particu	0		0			a sequence).	
SL.3. Ask and answer qu	uestions about information fro	om a speaker, offering	appropriate el	aboration and detail.				
	ccurately grade-appropriate co tionships (e.g., <i>After dinner thc</i>			domain-specific words a	nd phrase	es, including those that	at signal spatial	



By the end of each English language proficiency level, an English L							
ELP.2-3.7.	Level 1	Level 2 Level 3		Level 3	Level 4	Level 5	
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 show increasing awareness of differ between informal "playground speech language appropria the classroom use some words lea through conversation reading, and being to. 	rences forma of Eng h" and ate to • (at Gra increa genera conter ons, conve	ade 3), use an sing number of al academic and nt-specific words in rsations and	 adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content- specific words in conversations and discussions. 	 adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 	
organization, an audience.	When engaged and coherent writing in which the d style are appropriate to the tas ctures to communicate context-s	sk, purpose, and	e of the followi MP6. Attend to pro	ecision. SP SP	fic practices: 21. Ask questions and define pr 26. Construct explanations and 28. Obtain, evaluate, and comm	design solutions.	

When engaging in tasks aligned with the following Grade 3 ELA Standards:

W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

L.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).



	By the end of each English language proficiency level, an English Language Learner can					
ELP.2-3.8.	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 .	relying heavily on visual aids, context, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	 using context, visual aids, and knowledge of morphology in their native language, ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 	 using context, some visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of less- frequently occurring words and phrases, content- specific words, and some idiomatic expressions determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. 		 using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes), determine the meaning of less- frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content- specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events. 	
ED1 Support analyses	When e		re of the following conte MP1. Make sense of problems		ific practices: SP1. Ask questions a	and define problems
	a range of grade-level com ures to communicate context		persevere in solving the			te, and communicate information.
	When eng	aging in tasks aligned	d with the following Grad	de 3 ELA	Standards:	
 L.4. Determine or cla a. Identify new r b. Use the most L.5. With guidance ar a. Sort common b. Demonstrate c. Identify real-l 	meanings for familiar words a frequently occurring inflecti nd support from adults, expl nobjects into categories (e.g. understanding of frequently ife connections between wo	n and multiple-meaning wor and apply them accurately (ons and affixes (e.g., <i>-ed, -s,</i> ore word relationships and , shapes, foods) to gain a se occurring verbs and adjecti rds and their use (e.g., note	words in a tex rds and phrases based on Grad e.g., knowing <i>duck</i> is a bird and <i>re-, un-, pre-, -ful, -less</i>) as a clue	ring and sup kt. e 3 reading I learning t e to the me ries represe pposites (an ul).	g and content. the verb to <i>duck</i>). eaning of an unknowr ent. ntonyms).	
3 English Language	Proficiency Standard	ds 2015				Chio Depart Educat Workfo



	By the en	d of each English lang	uage proficiency level,	an English Language Le	arner can	
LP.2-3.9.	Level 1	Level 2	Level 3	Level 4	Level 5	
LP.2-3.9. In ELL can reate clear and oherent grade- ppropriate peech and text	 Level 1 with support (including context and visual aids), and using nonverbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 Level 2 with support (including visual aids and modeled sentences), communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., and, then) with emerging control. 	 Level 3 with support (including modeled sentences), present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 	 Level 4 with increasingly independent control, introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before, after, soon</i>) use linking words (e.g., <i>because, and, also</i>) to connect ideas or events. 	 with independent control, introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because, and, also</i>) to connect ideas and events provide a concluding statement about the topic. 	
the developme	When engag and coherent writing in which ent, organization, and style are task, purpose, and audience.	MP1. Make sense of them.	he following content-sp problems and persevere in sol le arguments and critique	-	e, and	
W.1c. Use linking wor		reasoning of c ing in tasks aligned wi herefore, since, for example)	others. th the following Grade is to connect opinion and reasor	15.		

W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.



GRADE 3	STANDARD 10
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By the end of each English language proficiency level, an English Language Learner can					
ELP.2-3.10.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can make accurate use of standard English to communicate n grade- appropriate speech and writing	 with support (including context and visual aids), understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	 with support (including visual aids and modeled sentences), recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	 with support (including modeled sentences), use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	 use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	 use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.
develop task, pu EP6. Use Eng L.1. Demons of stan a. Expla b. Form	trate command of the co dard English grammar ar in the function of nouns, and use regular and irreg	style are appropriate to <u>inicate context-specific messag</u> When engaging in tasks ali nventions of standard English gr id usage when writing or speakir pronouns, verbs, adjectives, and gular plural nouns.	igned with the following G rammar and usage when writin _; ng.	r ade 3 ELA Standards: g or speaking. Demonstrate co	
d. Form e. Form f. Ensur g. Form h. Use c i. Produ L.3. Use know a. Choo	re subject-verb and pronce and use comparative and oordinating and subordir uce simple, compound, an wledge of language and it se words and phrases for	gular verbs. I walked; I walk; I will walk) verb oun-antecedent agreement. I superlative adjectives and adve nating conjunctions. Ind complex sentences.	erbs, and choose between then eaking, reading, or listening.		nodified.

90 | English Language Proficiency Standards | 2015



Grade 4 English Language Arts Standards Matrix

	FLD Stendards		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 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				
10	Make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3			

Legend for Domains

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



Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondence GRADE 4: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can								
ELP.4-5.1.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can	use a very limited set of	use an emerging set of	use a developing set	use an increasing range	use a wide range of				
construct meaning	strategies to:	strategies to:	of strategies to:	of strategies to:	strategies to:				
from oral	 identify a few key words 	 identify the main topic 	• determine the main	• determine the main	• determine two or more				
presentations and	and phrases	• retell a few key details	idea or theme, and	idea or theme, and	main ideas or themes				
literary and			 retell a few key details 	 explain how some key 	• explain how key details				
informational text			 retell familiar stories 	details support the	support the main ideas				
through grade-				main idea or theme	or themes				
appropriate	from read-alouds,	from read-alouds,	from read-alouds,	 summarize part of a text 	• summarize a text				
listening, reading,	simple written texts,	simple written texts,	simple written texts,	from read-alouds,	from read-alouds,				
	and oral presentations.	and oral presentations.	and oral presentations.		written texts, and oral				
and viewing				presentations.	presentations.				
	When enga	aging in one or more of the	following content-spe	cific practices:					
	of a range of grade-level complex			MP1. Make sense of problems	SP1. Ask questions				
	uments from evidence and critic			and persevere in solving	and define				
	knowledge from research by inte as of others and articulate his or			them.	problems.				
EF3. Build upon the ide				I					
	When enga	aging in tasks aligned with	the following Grade 4	ELA Standards:					
Literature			Informational Text						
	me of a story, drama, or poem fr	om details in the text;		nain idea of a text and explain how	it is supported by				
key summarize t			details; summarize the text.						
•	h a character, setting, or event in ails in the text (e.g., a character's	,	RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, technical text, including what happened and why, based on specific						
	ns between the text of a story or		information in th		based on specific				
	he text, identifying where each v		RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in						
	directions in the text.		-	liagrams, time lines, animations, or					
				explain how the information contri	ibutes to an				
_				of the text in which it appears.					
RL.1., RI.1. Refer to de	etails and examples in a text whe	n explaining what the text says	explicitly and when drawi	ng inferences from the text.					

SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



	By the en		age proficiency level, a	an English Language Learner can		
ELP.4-5.2. Level 1		Level 2	Level 3	Level 4	Level 5	
LP.4-5.2. IN ELL can articipate in grade- ppropriate oral nd written xchanges of nformation, ideas, nd analyses, esponding to peer, udience, or reader omments and uestions	 participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions about familiar topics. 	 participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions about familiar topics and texts. 	 participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer question about familiar topics and texts. 	 participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence about a variety of 	 Level 5 participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information 	
complex texts w EP5. Build upon the ic	s of a range of grade-level		blems and persevere in	topics and texts. cific practices: SP4. Analyze and interpret data SP6. Construct explanations a SP8. Obtain, evaluate, and con	nd design solutions.	
others; demonstr SL.1. Engage effectively others' ideas and e a. Come to discuss explore ideas ur b. Follow agreed-u	e and support from adults, use rate sufficient command of key in a range of collaborative disc expressing their own clearly. sions prepared, having read or s	boarding skills to type a minim ussions (one-on-one, in groups utudied required material; expl arry out assigned roles.	rnet, to produce and publish um of one page in a single siti and teacher-led) with divers icitly draw on that preparatio	writing as well as to interact an ing. e partners on <i>grade 4 topics an</i> n and other information known	<i>d texts</i> , building on about the topic to	

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



them.	narratives or informational texts about familiar texts, topics, and experience	 deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and oxperiences 	Level 5including details and examples to develop a topic,• deliver oral presentation s• compose written narrative or informational texts
ation oral presentations exts, br objects about familiar texts, topics, and experiences When engaging in one or more evel MP1. Make sense of pr them.	 deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experience 	 deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and oxperiences 	 examples to develop a topic, deliver oral presentation s compose written narrative or informational texts
evel MP1. Make sense of pr them.			
them.	oblems and persevere in solvir	ng SP6. Construct explanation	
which MP6. Attend to precision syle are	them. MP6. Attend to precision.		d communicate information.
specific vocabulary to inform about or igined experiences or events using effe situation and introducing a narrator a evelop experiences and events or show and phrases to manage the sequence and sensory details to convey experienc	d information clearly. d sections; include formatting other information and exampl , <i>another, for example, also, be</i> explain the topic. ctive technique, descriptive de nd/or characters; organize and the responses of characters to of events. es and events precisely.	g (e.g., headings), illustrations, and les related to the topic. <i>ecause</i>). etails, and clear event sequences. event sequence that unfolds natur	
a a e si	n-specific vocabulary to inform about or agined experiences or events using effe a situation and introducing a narrator a evelop experiences and events or show s and phrases to manage the sequence of and sensory details to convey experience	a-specific vocabulary to inform about or explain the topic. agined experiences or events using effective technique, descriptive d a situation and introducing a narrator and/or characters; organize an evelop experiences and events or show the responses of characters to and phrases to manage the sequence of events. and sensory details to convey experiences and events precisely.	agined experiences or events using effective technique, descriptive details, and clear event sequences. a situation and introducing a narrator and/or characters; organize an event sequence that unfolds nature evelop experiences and events or show the responses of characters to situations. s and phrases to manage the sequence of events.



	By the end of each English language proficiency level, an English Language Learner can								
LP.4-5.4.	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 about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	 construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding 	 construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a 			
	When ei	ngaging in one or r	more of th	ne following content-speci	fic practices:				
 EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 		and oth	nstruct viable arguments d critique reasoning of lers. end to precision.	SP4. Analyze and interpret data.SP7. Engage in argument from evidence.SP8. Obtain, evaluate, and communicate information.					
a. Introduce a to b. Provide reaso c. Link opinion a d. Provide a con	When eng eces on topics or texts, support opic or text clearly, state an opi ns that are supported by facts and reasons using words and p cluding statement or section re c or text, tell a story, or recoun	ing a point of view wi nion, and create an o and details. hrases (e.g., for instai elated to the opinion	ith reasons organization nce, in orde presented.	nal structure in which related io er to, in addition).	deas are grouped to support tl				
	es; speak clearly at an understa		organizeu	manner, using appropriate rac	ts and relevant, descriptive de				
	accurately grade-appropriate g ing (e.g., quizzed, whined, stan <i>r</i> ation).								



	By the end of each English language proficiency level, an English Language Learner can							
LP.4-5.5.	Level 1 Leve		el 2 Level 3		Level 4	Level 5		
onduct research and valuate and ommunicate ndings to answer uestions or solve roblems	 recall information from experience gather information from a few provided sources label some key information. recall inform from experience gather inform from provid record some 		ence nation ed sources	 recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	 recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	 recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of source 		
with evidence. EP4. Build and preser integrating, com texts. EP5. Build upon the id own ideas when	When en s of a range of grade-level con at knowledge from research by aparing, and synthesizing idea deas of others and articulate h working collaboratively. ctures to communicate contex	plex texts , s from is or her	MP1. Make s	ense of problems and ense of problems and ere in solving them.	fic practices: SP3. Plan and carry out in SP6. Construct explanatic SP8. Obtain, evaluate, an communicate inform	ons and design solutions. d		
W.8. Recall relevant info of sources.	earch projects that build know	ledge through inv gather relevant in	vestigation of d formation fror	n print and digital sources; tak	Standards:	ation, and provide a list		

SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



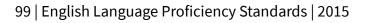
	By the end of each English language proficiency level, an English Language Learner can								
LP.4-5.6.	P.4-5.6. Level 1 Level 2		Level 3	Level 4	Level 5				
n ELL can nalyze and ritique the rguments of thers orally and in vriting	 identify a point an author or speaker makes. 	 identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	 describe how reasons support the specific points an author or speaker makes or fails to make. 	 explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points. 				
development, task, purpose, a EP3. Construct valid reasoning of o EP4. Build and prese integrating, co texts. EP5. Build upon the	nnd coherent writing in which th organization, and style are appr and audience. arguments from evidence and o	e MP1. opriate to MP3. critique the	the following content-spec Make sense of problems and per in solving them. Construct viable arguments and critique reasoning of others.	SP1. Ask question SP6. Construct ex design soluti SP7. Engage in arg SP8. Obtain, evalu	ons. gument from evidence.				

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- **W.1b.** Provide reasons that are supported by facts and details.
- **SL.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).



	By the end of each English language proficiency level, an English Language Learner can						
ELP.4-5.7.	LP.4-5.7. Level 1 Level 2			Level 3	Level 4	Level 5	
An ELL can	 recognize the meaning of some words learned through conversations, reading, and being read to. adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 		with developing control,	with increasing ease,			
adapt language choices to ourpose, task, and audience when speaking and writing			mic eading,	 adapt language choices according to purpose, task, and audience use an increasing number of general academic and content- specific words, phrases, and expressions in conversation, 	0	 adapt language choices and style according to purpose task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing. 	
organization, a and audience.	and coherent writing in which th nd style are appropriate to the ta uctures to communicate context	ask, purpose,	MP6. At	tend to precision.	SP1. Ask questions and defineSP6. Construct explanations atSP8. Obtain, evaluate, and con	nd design solutions.	
	When eng	aging in tasks aligr	ned with	the following Grade 4 E	LA Standards:		
W.5. With guidance a	nd support from peers and adul	ts, develop and stren	gthen wri	ting as needed by planning,	revising, and editing.		
	etween contexts that call for forr ion); use formal English when a				ormal discourse is appropriate (e	e.g., small-	
	eing (e.g., quizzed, whined, stam				ncluding those that signal precis e, conservation, and endangered		

	By the end of each English language proficiency level, an English Language Learner can									
ELP.4-5.8.	Level 1	Level 2		Level 3	Level 4	Level 5				
An ELL canrelying heavily on context, visual aids, and knowledge of morphology in his or her native language,usin visu ma morphology in his or her native language,and informational textrelying heavily on context, visual aids, and knowledge of morphology in his or her native language,usin visu ma morphology in his or her native language,and informational textrecognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.usin visu text		using context, sou visual aids, refere materials, and knowledge of morphology in his native language, • determine the r of some freque occurring word: phrases, and expressions in simple oral disc read-alouds, and texts about famili topics, experience	nce s or her neaning ntly s, course, written ar	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic 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, phrases • determine the meaning of 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 meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events. 				
When engaging in one or more of the following content-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. 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 engagin	ig in tasks aligne	d with the	e following Grade 4 ELA S	tandards:					
 L.4. Determine or clarify the m of strategies. a. Use context (e.g., defin b. Use common, grade-a c. Consult reference mat of key words and ph L.5. Demonstrate understand 	significant characters found ir neaning of unknown and mul- nitions, examples, or restatem ppropriate Greek and Latin af erials (e.g., dictionaries, gloss	n mythology (e.g., H tiple-meaning word nents in text) as a clu fixes and roots as c aries, thesauruses) ord relationships, ar	Including I erculean). Is and phra ue to the m lues to the both print	phrases in a text relevar ses based on grade 4 reading eaning of a word or phrase. meaning of a word (e.g., <i>teleg</i> and digital, to find the pronu in word meanings.	of general academic and dom It to a <i>grade 4 topic or subject</i> and content, choosing flexibly <i>raph, photograph, autograph</i>) nciation and determine or cla	area. I from a range				





	By the end of each English language proficiency level, an English Language Learner can									
ELP.4-5.9.	Level 1 Level 2		2	Level 3		Level 4	Level 5			
An ELL can	with support	with support		with support (including						
	(including context	(including visual	aids	modeled sentences),	 introd 	uce an	 introduce an 			
	and visual aids), and	and modeled		 introduce an 	inform	national topic	informational topic			
reate	using non-verbal	sentences),		informational topic	 develop 	op the topic with	• develop the topic with			
lear and	communication,	• communicates	simple	• present one or two facts about	facts a	and details	facts and details			
oherent	communicate	information ab	outa	the topic	• recour	nt a more detailed	• recount a more detailed			
grade-	simple topic			 recount a short sequence of events in order 		nce of events, with a	sequence of events, with			
	information about	• recount a simple				ning, middle, and end	beginning, middle, and			
ppropria	an event or topic	sequence of ev	ents	• use an increasing range of	• use tra	ansitional words and	end			
e speech	• use a narrow	in order		temporal and other linking	phrase	es to connect events,	 use a variety of linking 			
and text .	range of	 use frequently 		words (e.g., next, because,	ideas, and opinions (e.g., <i>after a while, for example</i> ,		words and phrases to			
•	vocabulary and	occurring linki	ng	and, also)			connect ideas,			
	syntactically	words (e.g., and	d, then)	 provide a concluding 	in orde	er to, as a result)	information, or events			
	simple sentences			statement	 provid 	le a conclusion	 provide a concluding 			
		with emerging control		with developing control.	with incre	asingly	statement or section.			
	with limited control.				independ	ent control.				
		When engagi	ng in one	or more of the following content	-specific p	practices:				
	uce clear and coherent writ evelopment, organization,	•		ke sense of problems and persevere in em.	n solving	SP7. Engage in argun SP8. Obtain, evaluate	nent from evidence.			

When engaging in tasks aligned with the following Grade 4 ELA Standards:

MP3. Construct viable arguments and critique

reasoning of others.

W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.3c. Use a variety of transitional words and phrases to manage the sequence of events.

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

SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

appropriate to task, purpose, and audience.



communicate information.

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By the end of each English language proficiency level, an English Language Learner can									
ELP.4-5.10.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can make accurate use of standard English to communicate n grade- appropriate speech and writing	 with support (including context and visual aids), recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and modeled sentences), recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	 with support (including modeled sentences), use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound 	 use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use preposition al phrases use subordinatin g 	 use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences. 				
developr task, pur	clear and coherent writing nent, organization, and st pose, and audience. ish structures to communi	in which the yle are appropriate to	MP6. Attend to precision.		, and communicate information.				
 EP6. Use English structures to communicate context- specific messages. When engaging in tasks aligned with the following Grade 4 ELA Standards: L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking)</i> verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 									



Grade 5 English Language Arts Standards Matrix

	ELD Chandende	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				
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3			

Legend for Domains

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



Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondence GRADE 5: STANDARD 1

	By the end of each English language proficiency level, an English Language Learner can						
ELP.4-5.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	use a very limited set	use an emerging set of	use a developing set	use an increasing range	use a wide range of		
construct meaning	of strategies to:	strategies to:	of strategies to:	of strategies to:	strategies to:		
from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	 identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. 	 identify the main topic retell a few key details from read-alouds, simple written texts, and oral presentations. 	 determine the main idea or theme, and retell a few key details retell familiar stories from read-alouds, simple written texts, and oral presentations. 	 determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text from read-alouds, written texts, and oral presentations. 	 determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text from read-alouds, written texts, and oral presentations. 		
	ents from evidence and critic wledge from research by inte of others and articulate his or	que the reasoning of others. egrating, comparing, and synth her own ideas when working o	collaboratively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.		
Literature	When enga	aging in tasks aligned with	the following Grade 5 ا Informational Text	ELA Standards:			
are how character a poem reflects upo RL.3. Compare and contr on drama, drawin RL.7. Analyze how visual demonstrating beau problem, myth, poe RL.1., RI.1. Quote accurat	s in a story or drama respond n a topic; summarize the text ast two or more characters, s g on specific details in the text and multimedia elements co ity of a text (e.g., graphic now m). efficiently. tely from a text when explain	ettings, or events in a story or kt (e.g., how characters interac ntribute to the meaning, tone, rel, multimedia presentation o ing what the text says explicitl	ker in supporter RI.3. Explain the relat events, ideas, or t). specific informat or RI.7. Draw on informa f fiction, folktale, the ability y and when drawing inferer	tion from multiple print or digital s y to locate an answer to a question	t. vo or more individuals, or technical text based ources,		



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	By the end of each English language proficiency level, an English Language Learner can							
LP.4-5.2.	Level 1 Level 2		Level 3	Level 4	Level 5			
n ELL can articipate in grade- ppropriate oral nd written xchanges of nformation, ideas, nd analyses, esponding to peer, udience, or reader omments and uestions	participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions about familiar topics.	articipate inparticipate innortshortonversationsconversationsarticipate inparticipate innort writtenshort writtenchangesexchangesctively listen toactively listen to otherschersrespond tospond to simplesimpleuestions andquestions andome wh-wh- questionsuestionsabout familiar topics		participate in conversations and discussions participate in written exchanges build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence about a variety of topics and texts.	participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express their own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of topics and texts.			
complex texts w	s of a range of grade-level	MP1. Make sen: solving th	•		pret data. Itions and design solutions. and communicate information.			
	working collaboratively.	e then mr o. Attend to	precision.					
others; demons SL.1. Engage effectively others' ideas ar a. Come to discus explore ideas b. Follow agreed- c. Pose and responsion	ce and support from adult trate sufficient command y in a range of collaborativ id expressing their own cle ssions prepared, having re- s under discussion. upon rules for discussions ond to specific questions b	es, use technology, includin of keyboarding skills to typ e discussions (one-on-one, arly. ad or studied required mat and carry out assigned rol y making comments that co	e a minimum of two pages in in groups, and teacher-led) v erial; explicitly draw on that p es.	d publish writing as well as to inte a single sitting. with diverse partners on <i>grade 5 to</i> preparation and other information nd elaborate on the remarks of oth	<i>pics and texts</i> , building on known about the topic to			



	By the end of each English language proficiency level, an English Language Learner can									
ELP.4-5.3.	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, events, or objects in the environment. 	presentations• deliver short oral presentations• deliver short oral presentationsion• compose written texts about familiar texts, topics, and experiences.• deliver short oral presentations• deliver short oral presentationsiar texts, ents, or the• doliver short oral presentations• deliver short oral presentations• deliver short oral presentationsiar texts, ents, or the• doliver short oral presentations• deliver short oral presentations• doliver short oral presentations• doliver short oral presentations• doliver short oral presentations• deliver short oral presentations• doliver short oral presentations• deliver short oral presentations• doliver short oral presentations• deliver short oral presentations• compose written narratives or informational texts about familiar texts, topics, about a variety of texts,		short oral ations se written tes or tional texts ariety of texts,	 including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences. 					
		When engaging in one o	or more of the following cor	ntent-speci	ific practices:					
evidence. EP2. Produce clear	r and coherent writing in	level complex texts with which the development, te to the task, purpose, and	persevere in solving the MP6. Attend to precision.			aluate, and communicate information				
 a. Introduc and m b. Develop c. Link idea d. Use prece e. Provide a W.3. Write narrat a. Orient th b. Use narrat c. Use a var d. Use conce e. Provide a SL.4. Report on a	te a topic clearly, provide ultimedia when useful to the topic with facts, defi as within and across cate ise language and domai a concluding statement tives to develop real or in the reader by establishing ative techniques, such a riety of transitional word crete words and phrases a conclusion that follows	to examine a topic and convey e a general observation and foc o aiding comprehension. initions, concrete details, quot egories of information using wo n-specific vocabulary to inform or section related to the inform nagined experiences or events g a situation and introducing a s dialogue, description, and pa ls, phrases, and clauses to mar and sensory details to convey s from the narrated experience an opinion, sequencing ideas	r ideas and information clearly. sus, and group related information ations, or other information and ords, phrases, and clauses. In about or explain the topic. nation or explanation presented using effective technique, descr narrator and/or characters; orga cing, to develop experiences an nage the sequence of events. experiences and events precisel	on logically; l examples re riptive details anize an even d events or s y.	include formatting elated to the topic. s, and clear event s nt sequence that un show the responses	equences. nfolds naturally. s of characters to situations.				



	By the end of each English language proficiency level, an English Language Learner can							
P.4-5.4.	Level 1 Level 2		Level 3		Level 4	Level 5		
ELL can nstruct grade- propriate oral d written claims d support them th reasoning and dence	• express an opinion about a familiar topic.	 construct a simple claim about a familiar topic give a reason to support the claim. 		 construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	 construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding 	 a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a 		
	<u>.</u>	· · ·		e following content-speci	statomont	concluding		
 EP2. Produce clear and coherent writing in which the development, organization, and style are approtask, purpose, and audience. EP3. Construct valid arguments from evidence and cr the reasoning of others. EP5. Build upon the ideas of others and articulate his ideas when working collaboratively. EP6. Use English structures to communicate context- 		opriate to ritique s or her own	que MP6. Attend to precision.		SP4. Analyze and interpSP7. Engage in argumeSP8. Obtain, evaluate, a communicate info	nt from evidence. and		
	When eng	aging in tasks alig	ned with	the following Grade 5 ELA	Standards:			
		ng a point of view wit	h					



Level 1 call information om experience			Level 3	Level 4	Level 5
	• recall inform				
ther information om a few provided urces oel some y formation.	Level 2 • recall information from experience • gather information from provided sources • record some information.		 recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	 recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	 recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources
 When engaging in one EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context- 			ense of problems and	fic practices: SP3. Plan and carry out in SP6. Construct explanatic SP8. Obtain, evaluate, and communicate inform	ons and design solutions. d
ojects that use several so n from experiences or gat de a list of sources.	ources to build kr ther relevant info	nowledge throp prmation from	ugh investigation of different a print and digital sources; sum	aspects of a topic.	tion in notes and
for the contract of the contra	When engange of grade-level components of grade-level components of grade-level components and articulate history collaboratively. The communicate context of the component of the context	When engaging in one of ange of grade-level complex texts redge from research by and synthesizing ideas from others and articulate his or her ag collaboratively. o communicate context- When engaging in tasks a bjects that use several sources to build kr an from experiences or gather relevant infor the a list of sources. y or informational texts to support analyse	When engaging in one or more of th ange of grade-level complex texts MP1. Make s persev redge from research by and synthesizing ideas from others and articulate his or her ng collaboratively. o communicate context- When engaging in tasks aligned with ojects that use several sources to build knowledge throm n from experiences or gather relevant information from de a list of sources. y or informational texts to support analysis, reflection, and	in orderly notes. in orderly notes. MP1. Make sense of problems and persevere in solving them. MP1. Make sense of problems and persevere in solving them. in orderly notes. MP1. Make sense of problems and persevere in solving them. MP1. Make sense of problems and persevere in solving them. in orderly notes.	in orderly notes. organized notes, with charts, tables, or other graphics, as appropriate • provide a list of sources. When engaging in one or more of the following content-specific practices: ange of grade-level complex texts hedge from research by and synthesizing ideas from others and articulate his or her ng collaboratively. o communicate context- When engaging in tasks aligned with the following Grade 5 ELA Standards: bjects that use several sources to build knowledge through investigation of different aspects of a topic. In from experiences or gather relevant information from print and digital sources; summarize or paraphrase information the a list of sources.



	By the e	nd of each English	langua	ige proficiency level, an	Englis	h Language Lear	ner can
LP.4-5.6.	Level 1	Level 2		Level 3		Level 4	Level 5
n ELL can nalyze and ritique the rguments of thers orally and in riting	 identify a point an author or speaker makes. 	 identify a reason author or speake to support a main point agree or disagree the author or speaker. 	r gives 1	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	supp point	ribe how reasons ort the specific ts an author or ker makes or fails ake.	 explain how an author of speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
development, ou task, purpose, an EP3. Construct valid a reasoning of oth EP4. Build and presen integrating, com texts. EP5. Build upon the id	d coherent writing in which t rganization, and style are app nd audience. Irguments from evidence and iers. It knowledge from research b iparing, and synthesizing idea deas of others and articulate	he propriate to I critique the y as from	MP1. Ma in MP3. Co ar	ne following content-spec ake sense of problems and per solving them. onstruct viable arguments ad critique reasoning of thers.		SP1. Ask questions SP6. Construct exp design solution	ons. ument from evidence. ate, and
Ideas when work	king collaboratively When en	gaging in tasks aligr	ed with	the following Grade 5 ELA	Standa	rds:	
W.1b. Provide logically or	thor uses reasons and evider rdered reasons that are supp pints a speaker makes and ex	orted by facts and detai	ls.	h a text, identifying which rease d by reasons and evidence.	ons and e	vidence support whic	ch point(s).



	By the end of each English language proficiency level, an English Language Learner can								
LP.4-5.7.	Level 1	Level 2		Level 3	Level 4	Level 5			
n ELL can		with emerging cont	trol,	with developing control,	with increasing ease,				
adapt language choices to purpose, task, and audience when speaking and writing	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 adapt language choices to differe social and acade contents use some words learned through conversations, re and being read to 	emic purpose, task, and audience • use an increasing number of general academic and cont		 adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing. 	 adapt language choices and style according to purpose task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing. 			
				in conversation					
				ne following content-spe	-				
organization, and audience.	nd coherent writing in which the nd style are appropriate to the ta uctures to communicate context	ask, purpose,	MP6. Att		SP1. Ask questions and defineSP6. Construct explanations aSP8. Obtain, evaluate, and cor	nd design solutions.			

When engaging in tasks aligned with the following Grade 5 ELA Standards:

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

- **SL.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).



	By the end	of each English langu	age proficiency level, an	English Language Lea	mer can
ELP.4-5.8.	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	 relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. 	 using context, some visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of some frequently occurring words, phrases and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 	• determine the meaning of frequently occurring words and phrases	 using context, reference materials, and an increasing knowledge of English morphology, determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 	 content-specific words and phrases determine the meaning of figurative language (e.g.,
	When nalyses of a range of grade-level com h structures to communicate context	plex texts with evidence.	e of the following content-s MP1. Make sense of problems ar persevere in solving them.	nd SP1. Ask questions	and define problems. te, and communicate information.
LFG. Use Linguis			with the following Grade 5		
and figu L.4. Determin of strate a. Use co b. Use co c. Consul of ke L.5. Demonstr	e the meaning of words and phrases arative language such as metaphors a e or clarify the meaning of unknown egies. ntext (e.g., cause/effect relationships mmon, grade-appropriate Greek and It reference materials (e.g., dictionari ey words and phrases. rate understanding of figurative lang ret figurative language, including sim	and similes. and multiple-meaning words and comparisons in text) as I Latin affixes and roots as clu es, glossaries, thesauruses), I uage, word relationships, and	phrases in a text and phrases based on grade 5 r a clue to the meaning of a word ues to the meaning of a word (e.g poth print and digital, to find the d nuances in word meanings.	relevant to a <i>grade 5 topic or</i> eading and content, choosin or phrase. g., <i>photograph, photosynthes</i>	subject area. g flexibly from a range s).
b. Recogi	ret figurative language, including sim nize and explain the meaning of com e relationship between particular wo	non idioms, adages, and pro	verbs.	stand each of the words.	



	By the end of each English language proficiency level, an English Language Learner can							
LP.4-5.9.	Level 1	Level 2	Level 3	Level 4	Level 5			
n ELL can	with support (including	with support (including	with support					
	context and visual	visual aids and	(including modeled	 introduce an 	 introduce an 			
reate clear and	aids), and using non-	modeled sentences),	sentences),	informational	informational			
oherent grade-	verbal communication,		 introduce an 	topic	topic			
ppropriate	• communicate simple	• communicate simple	informational	 develop the topic 	• develop the topic			
peech and text	information about	information about a	topic	with facts and details	with facts and details			
	an event or topic	topic	• present one or two facts	 recount a more 	• recount a more detailed			
	• use a narrow range of	• recount a simple	about the topic	detailed sequence of	sequence of events, with			
	vocabulary and	sequence of events in	 recount a short 	events, with a	a beginning, middle,			
	syntactically simple	order	sequence of events in	beginning, middle, and	and end			
	sentences	 use frequently occurring 	order	end	 use a variety of 			
		linking words (e.g., and,	 use an increasing range 	 use transitional words 	linking words and			
		then)	of temporal and other	and phrases to	phrases to connect			
			linking words (e.g.,	connect events, ideas,	ideas, information, or			
			next, because, and,	and opinions (e.g.,	events			
	with limited control.		also)	after a while, for	 provide a concluding 			
		with emerging control.	 provide a 	example, in order to,	statement or			
			concluding	as a result)	section			
	When ei	ngaging in one or more of t	he following content-specif	fic practices:				
EP2. Produce clear	and coherent writing in which		oblems and persevere in solving		nt from evidence.			
the developm	nent, organization, and style are	them.		SP8. Obtain, evaluate, a				
appropriate to	o task, purpose, and audience.	MP3. Construct viable reasoning of oth	•	communicate info	rmation.			

W.1c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

W.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

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

SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



	By the end of each English language proficiency level, an English Language Learner can									
ELP.4-	Level 1	Level 2	Level 3		Level 4	Level 5				
An ELL can make accurate use of standard English to communic ate in grade- appropriat e speech and writing	 with support (including context and visual aids), recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and modeled sentences), recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	 with support (includin modeled sentences), use some relative pronouns (e.g., who whom, which, that), use some relative adverbs (e.g., where when, why), use some preposition phrases produce and expand simple and compoun sentences. 	, nal	 use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.				
sty	oduce clear and coherent writin le are appropriate to task, purp e English structures to commur	ose, and audience.	organization, and		Attend to precision.	SP8. Obtain, evaluate, and communicate information.				
a b c	Demonstrate command of the co . Explain the function of conjur . Form and use the perfect (e.g . Use verb tense to convey vari . Recognize and correct inappr	nctions, prepositions, and inter ., <i>I had walked; I have walked; I</i> ous times, sequences, states, a	grammar and usage wh jections in general and t will have walked) verb t	en writi heir fun	ng or speaking.					
L.3. U a	 Use correlative conjunctions Use knowledge of language and Expand, combine, and reduce Compare and contrast the va 	its conventions when writing, s sentences for meaning, reade	r/listener interest, and s	tyle.	is, or poems.					



Grade 6 English Language Arts Standards Matrix

	ELP Standards		Correspondi	ng CCSS for El	A Standards	tandards	
	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

113 | English Language Proficiency Standards | 2015



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.	 of strategies to: identify the main topic in oral communications and simple written texts 	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	RI.2. 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.	 details; provide a sur judgments. drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes). 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. 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). 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. 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	 a drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes). b drama's plot unfolds in a series of episodes acters respond or change as the plot moves g., through examples or anecdotes). 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 d tails; provide a summary of the text distinct from p judgments. 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.



Department of Education & Workforce

	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	 participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express their own ideas ask and answer relevant questions add relevant information 	 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions 	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 EP5. 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	cific practices: SP4. Analyze and interpret data SP6. Construct explanations ar SP8. Obtain, evaluate, and con	nd design solutions.			
	When eng	aging in tasks aligned wit	h the following Grade 6 EL	A Standards:				
of keyboarding SL.1. 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 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.	deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	 deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	 deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	 deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. 			
	When en	gaging in one or more of t	he following content-spec	ific practices:				
texts with evidence. EP2. Produce clear and co development, organi		MP1. Make sense of prob solving them.MP6. Attend to precision	·	SP6. Construct explanations SP8. Obtain, evaluate, and c				
	When enga	ging in tasks aligned witl	h the following Grade 6 EL	A Standards:				
 a. Introduce a topic; formatting (e.g., b. Develop the topic v c. Use appropriate tr d. Use precise langua e. Establish and mair f. Provide a concludi W.3. Write narratives to de a. Engage and orient b. Use narrative tech c. Use a variety of tra d. Use precise words e. Provide a conclusie SL.4. Present claims and fi 	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 suses 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	CanExpress an opinion about a familiar topic.Construct a claim about a familiar topicConstruct a claim about a familiar topicuct grade- oriate oral ritten claims upport them easoning andExpress an opinion about a familiar topic.Construct a claim about a familiar topicConstruct a claim about a familiar topic		Construct a claim about a familiar topic • introduce the topic • 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.	Construct a claim about a variety of topics • introduce the topic • provide compelling and logically ordered reasons or facts that effectively support the claim • provide a	
	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	arguments from evidence and co f others. deas of others and articulate the ollaboratively. ctures to communicate context-	opriate to ritique eir own ideas •specific messages.	anc oth MP6. Atte	end to precision.	SP4. Analyze and interpSP7. Engage in argumeSP8. Obtain, evaluate, a communicate info	nt from evidence. and
	When enga	aging in tasks alig	gned with	the following Grade 6 ELA	Standards:	
 a. Introduce clai b. Support claim c. Use words, pl d. Establish and e. Provide a con SL.4. Present claims a eye contact, a L.6. Acquire and use 	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

Level 1 r information from provided sources collected nation.	 gather inform provided sour record some information. 	nation from rces	Level 3 gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and 	Level 4 gather information from multiple print and digital sources use search terms effectively 	 Level 5 gather information from multiple print and digita sources use search terms
provided sources collected	provided sourrecord some	rces	 multiple provided print and digital sources summarize or paraphrase observations, ideas, and 	multiple print and digital sourcesuse search terms	multiple print and digita sources
			 information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	 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. 	effectively (at Grade 8) evaluate th 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 f citations.
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	
author or a speaker arg makes. a s itique the guments of given and author or a speaker arg makes. a s ide author or a speaker arg makes. a s ide		 identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	 analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	 analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevan and sufficient to support the claims cite textual evidence to support the claims 	
development, task, purpose, a EP3. Construct valid reasoning of o EP4. Build and prese integrating, co texts.	ind coherent writing in which the organization, and style are appro- and audience. arguments from evidence and co thers. ent knowledge from research by mparing, and synthesizing ideas ideas of others and articulate the	priate to MP3 ritique the from	 f the following content-spec Make sense of problems and per in solving them. Construct viable arguments and critique reasoning of others. 	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	 adapt language choices and style according to purpose, task, and audience,
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,
ions and phras short show contro	ic words and es in speech and written texts developing ol of style and	style and tone throughout most of	choices and style according to purpose,
e or more of the follow	ing content-specific p	practices:	
t, MP6. Attend to pr ages.	SP6.	Construct explanations and	design solutions.
t	show control to re i	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.

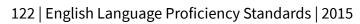
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



	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		Level 3	Level 4	Level 5	
 An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar 		 using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of frequently occurring words, phrases, and expressions 		 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 	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or	
						topics, experiences, or	
EP1. Support analyses of a rang EP6. 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.	SP1. Ask questions and defi SP8. Obtain, evaluate, and		
Literature	wnen engagin	g in tasks aligne		e following Grade 6 ELA S nformational Text	tandards:		
 RL.4. Determine the meaning of including figurative and on meaning and tone. 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 L.5. Demonstrate understandia. Interpret figures of speceb. Use the relationship be 	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 F specific wor ds and phras ord's positio tes to the mo , both print se (e.g., by cl and nuances whole, item	RI.4. 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 langu	age proficiency level, an	English Language Lear	ner can	
LP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5	
LP.6-8.9. n ELL can reate clear and oherent grade- ppropriate peech and text	 vith 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. 	 Level 2 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., next, because, and, also) provide a concluding statement with emerging control. 	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with developing control. 	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.	 Level 5 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section. 	
	When	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	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 produce simple and compound sentences. produce and e simple, compo few complex set 		 ich, pronouns (e.g., m) ourselves) and ver the active and pas voices place phrases and clauses within a sentence recognize and corr 	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.	SP8. Obtain, evaluate, and communicate information.				
	•	aging in tasks aligned with	•		1				
 a. Ensure that problem b. Use intensive p c. Recognize and d. Recognize and e. Recognize vari conventional la L.3. Use knowledge of a. Vary sentence 	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	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

124 | English Language Proficiency Standards | 2015



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

GRADE 6: STANDARD 1

ELP.6-8.1.		d of each English langua	ge proficiency level, an	ner 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	 identify a few key words 	 identify the main topic 	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.	 retell a few key details. 	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.
EP5. 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
RH.1 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	
RH.1 Cite specific textua technical sources.RH.2 Determine the cen		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
RH.1 Cite specific textua technical sources.RH.2 Determine the cen provide an accurat opinions.	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.
 RH.1 Cite specific textual technical sources. RH.2 Determine the cen provide an accurat opinions. RH.3 Identify key steps in the second second	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
 RH.1 Cite specific textual technical sources. RH.2 Determine the cen provide an accurat opinions. RH.3 Identify key steps i studies (e.g., how a studi	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).	 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 performed and the second structure and	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
 RH.1 Cite specific textual technical sources. RH.2 Determine the cen provide an accurat opinions. RH.3 Identify key steps i studies (e.g., how a RH.7 Integrate visual inf 	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	 Science/Technical Subjects RST.1 Cite specific textual e texts. RST.2 Determine the central summary of the text RST.3 Follow precisely a mumeasurements, or performed to the text of the text for the text of tex of text of t	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
 RH.1 Cite specific textual technical sources. RH.2 Determine the cen provide an accurat opinions. RH.3 Identify key steps i studies (e.g., how a RH.7 Integrate visual inf flowchart, maps 	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.	 Science/Technical Subjects RST.1 Cite specific textual e texts. RST.2 Determine the centra summary of the text RST.3 Follow precisely a mumeasurements, or period results. RST.7 Integrate quantitative with a version of that diagram, model, gravitational sectors. 	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	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	 participate in short conversational and written exchanges on familiar topics present simple informati on respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express their own ideas ask and answer relevant questions add relevant information. 	 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	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 EP5. 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	n English Language Learr	ner 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	 communicate simple information deliver shor oral presentation compose wr narratives o information texts 		ns ritten r al	 deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	 deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	 deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. 	
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:		
 a. Introduce a purpose; if b. Develop the c. Use approprie d. Use precise e. Establish an f. Provide a co SL.4* Present claims and eye contact, adeq 	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	opinion about a about a familiar topic. d written claims d support them th reasoning and		 construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	miliar topicvariety of topicstroduce the topic• introduce the topicrovide several• provide sufficient reasonsupporting reasons oror facts to support thects in a logical order• provide a concluding• provide a concluding• provide a concluding		 construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	
		When engaging in 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 SL.4* 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	
L.6. 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 •	 gather information from a few provided sources label collected information. 	 gather information from provided sources record some data and information. 	 gather information from multiple provided printing digital sources summarize or paraphrase observations, ic and information with labeled illustrations, diagrams, or of graphics, as appropriate cite sources. 	and and use search terms effectively or quote or paraphrase th data and conclusions or others, using charts, diagrams, or other graphics, as appropriat	 gital use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
EP4. Build and and synthe EP5. 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	Dllowing content-specific prac MP1. 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 e	nd of each Eng	glish langua	age proficiency level, ar	n English Language Lear	mer can	
ELP.6-8.6.	Level 1	Leve	el 2	Level 3	Level 4	Level 5	
An ELL can analyze and critique the arguments of others orally and in writing	author or a speaker makes. • identify one author or a		author or a speaker makes.argument an author or a speaker makesan author or a speaker makes• identify one reason an author or a speaker gives to support the• distinguish between claims that are supported by reasons		 analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	 analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to 	
	When e	ngaging in one	or more of t	he following content-spec	ific practices:		
development, organ task, purpose, and a EP3. Construct valid argun reasoning of others. EP4. Build and present kn integrating, compar texts.	ments from evidence and critic owledge from research by ing, and synthesizing ideas fro of others and articulate their o oratively.	que the m own ideas	in solv MP3. Constr and co others		 SP6. Construct explana design solutions. SP7. Engage in argumer SP8. Obtain, evaluate, a communicate info 	tions and nt from evidence. and	
	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 en	d of each English	langua	age proficiency level, a	an English Language Lear	ner can	
LP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5	
n ELL can		with emerging cont	rol,	with developing ease,	with increasing ease,	with ease,	
dapt language noices to urpose, task, and udience when beaking and riting	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 adapt language choices according to task and audience begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions. 		 adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content- specific words and phrases in speech and short written texts show developing control of style and tone in oral or written 	 adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text 	 adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content- specific academic word to precisely express ideas maintain an appropriate and consistent style and tone throughout an ora 	
					-		
organization, an and audience.	nd coherent writing in which th d style are appropriate to the t ctures to communicate context	ask, purpose,	MP6. At	tend to precision.	SP1. Ask questions and define pSP6. Construct explanations anSP8. Obtain, evaluate, and com	d design solutions.	
	When engaging in ta	sks aligned with th	e follow	ving Grade 6 Literacy in (Content Area Standards:		
	uidance and support from peers ach, focusing on how well purp			e e f	planning, revising, editing, rewrit	ing, or trying a	
SL.6* Adapt speech	n to a variety of contexts and ta	sks, demonstrating co	ommand o	of formal English when indic	ated or appropriate.		
	use accurately grade-appropria arase important to comprehens		ind doma	in-specific words and phras	es; gather vocabulary knowledge	when considering a	



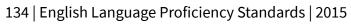
		By the end of each En	glish language proficiency	level, an ELL can	
ELP.6-8.8.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	 relying heavily on context, visual aids, and knowledge of morphology in their native language, recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 	 using context, visual aids, reference materials, and knowledge of morphology in their native language, determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. 	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.	 using context, reference materials, and knowledge of English morphology, determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.
 including vocabula L.4* Determine or clarify a. Use context (e.g., b. Use common, gra c. Consult reference meaning or its pa d. Verify the prelimi L.5. Demonstrate unders a. Interpret figures of the second secon	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
c. Distinguish amon* Strongly applies to literation) 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	 with support (including context and visual aids) and non-verbal communication, communication about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 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., next, because, and, also) provide a concluding statement with emerging control. 	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with developing control. 	 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 	 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectivel develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
	When 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.	SP7. Engage in argume SP8. Obtain, evaluate, a communicate info	and ormation.
clauses to create cohesion WHST.4 Produce SL.4* Present c use ap	a aligned with the following 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. WHST 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	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and sentences), use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	 with support (including modeled sentences), use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	 use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 		 use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	
appropriate to EP6. 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. sks aligned with the fol standard English grammar	lowing Grade 6 Literacy and usage when writing or s	MP6. Attend to precision.	commur	otain, evaluate, and nicate information.	
 b. Use intensive c. Recognize an d. Recognize an e. Recognize va in conventior L.3* Use knowledge a. Vary sentendom 	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		Correspond	ing CCSS for	ELA Standa	rds
	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

135 | English Language Proficiency Standards | 2015



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.	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 specifi details summarize part of the text. 		 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. 			
EP3. Construct valid argu EP4. 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.	SP1. Ask questions and define problems.			
over the course of RL.3. Analyze how particu- how shapes the ch- events). RL.7. Compare and contri- text, staged, or mu- each medium (e.g., I RL.1., RI.1. 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	 Informational Text RI.2. Determine two or methe course of the text 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	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			

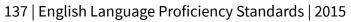
136 | English Language Proficiency Standards | 2015



Department of Education & Workforce

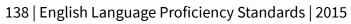
Level 1	Level 2	Loval 2		
2. Level 1 Level 2 Level 3		Level 4	Level 5	
 participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express their own ideas ask and answer relevant questions add relevant information. 	 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed 	 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 idea
of a range of grade-level h evidence.	MP1. Make sense of pro solving them.	blems and persevere in S	P4. Analyze and interpret data P6. Construct explanations ar	nd design solutions.
en working collaboratively.	MF 0. Attend to precisio	11. J		
	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, ar	n English Language Leari	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	informationpresentationspresentations• compose written narratives or informational texts• compose written narratives or informational texts• compose written narratives or informational texts• compose written narratives or informational textsabout familiar texts, topics, and experiences.informational texts• develop texts with some specific details some details• develop texts with some specific details		narratives or informational texts	 deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. 			
			<u> </u>		-		
	 Support analyses of a range of grade-level complex texts with evidence. 		MP1. Make sense of problems and persevere in solving them.		SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information.		
EP2. Produce clear and co		MP6. Attend to precision.					
the development, or	ganization, and style are						
appropriate to the ta		<u> </u>					
	-		h the following Grade 7 EL				
 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 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 	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 descriptive ator and/or characters; organiz p experiences, events, and/or c d signal shifts from one time fra lage 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	ge proficiency level, an	English Language Lear	ner 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.	 construct a claim about a familiar topic give a reason to support the claim. construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 		 construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	
development, ou task, purpose, an EP3. Construct valid a the reasoning of EP5. 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	ne following content-speci 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:	
 b. Support claim(s) c. Use words, phra. d. Establish and ma e. Provide a conclu SL.4. Present claims and eye contact, adee L.6. Acquire and use acc 	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	 gather information from a few provided sources label collected information. 	 gather information from provided sources record 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. 	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.	 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
EP4. Build and presen comparing, and sEP5. Build upon the ic working collabor	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
W.7. 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

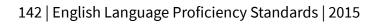


		By the end of	each Ei	nglish language proficie	<u>ency leve</u>	l, an English La	nguage Learner can
P.6-8.6.	Level 1	Level 2		Level 3		Level 4	Level 5
ELL can alyze and tique the guments of ners orally and in iting	 identify a point an author or a speaker makes. 	 identify the main argument an auth a speaker makes identify one reaso author or a speak gives to support t argument. 	on an er	 makes distinguish between claims that are supported by reasons and evidence from those that are not. made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 		 analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the conduct 	
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	The following content-spec ake sense of problems and per solving them. onstruct viable arguments ad critique reasoning of hers.	severe S	P1. Ask questionsP6. Construct expl design solutio	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.



	By the en	n langua	ge proficiency level,	an English Language Lear	ner 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	 adapt language recognize the meaning of some words learned adapt language adapt language choices according to task and audience begin to use frequently occurring general academic and content- specific words and phrases in choices ar begin to use frequently occurring general academic and content- specific words and phrases in choices ar begin to use frequently occurring general academic and content- specific words and phrases in choices ar begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions. 		 with developing ease, adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content- specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	 with increasing ease, adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	 with ease, adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content- specific academic word to precisely express ideas maintain an appropriate and consistent style and tone throughout an ora or written text. 	
organization, and audience.	and coherent writing in which the nd style are appropriate to the ta	e development, ask, purpose,		ne following content-sp 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
SL.6. 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 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	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.	in using context, visual aids, aids, reference of materials, and heir knowledge of , morphology in their native language, few odetermine the meaning of ds frequently occurring		 using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. 	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	 using context, reference materials, and knowledge of English morphology, determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.
EP1. Support analyses of a rang EP6. Use English structures to o	e of grade-level complex t	exts with evidence.	MP1.	the following content-spe Make sense of problems and persevere in solving them.	SP1. Ask questions and o	define problems. nd communicate information.
 impact repetitions of so section of a story or drama L.4. Determine or clarify the m a. Use context (e.g., the o' b. Use common, grade-ap c. Consult general and sp or clarify its precise m d. Verify the preliminary d L.5. Demonstrate understandi a. Interpret figures of species b. Use the relationship be 	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 1with support(including context and visual aids) and non- verbal communication,• 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 about the topic		 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 provide a concluding section with increasingly independent 	 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effective develop an informational topic wit facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
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
 W.2c. Use appropriate tr W.3c. Use a variety of tra W.4. Produce clear and SL.4. Present claims an eye contact, additional eyes contact, additional eyes	es, and clauses to create cohesion ransitions to create cohesion ar ansition words, phrases, and cla coherent writing in which the o d findings, emphasizing salient equate volume, and clear prom a variety of contexts and tasks, o	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	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and sentences), use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	 with support (including modeled sentences), use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	 use an increasing number of intensive/reflexive pronouns (<i>myself, ourselves</i>) and verbs in active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modif produce and expand simple, compound, and complex sentences. 	 use verbs in the active and passive voices place phrases and clauses
		When engaging in one or	more of the following co	ontent-specific practices:	
EP2. Produce clear a appropriate to EP6. Use English stru	task, purpose, and a	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.		
	W	hen engaging in tasks ali	gned with the following	Grade 7 ELA Standards:	
a. Explain the functb. Choose among sc. Place phrases anL.3. Use knowledge of la	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	 use an increasing range 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 summarize a simple text. 	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.					
 RH.2 Determine the cen accurate provide opinions. RH.3 Identify key steps i studies (e.g., how a RH.7 Integrate visual inf flowchart, maps 	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					

147 | English Language Proficiency Standards | 2015



			nglish language proficiency l			
ELP.6-8.2.	Level 1 Level		Level 3	Level 4	Level 5	
An ELL can	 participate in 	 participate in 	 participate in 	 participate in 	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	 short conversational and written exchanges on familiar topics present simple informat ion respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information an ideas respond to simple questions and wh- 	 conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own 	 conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas 	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 When engaging 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. ds: s clearly and efficiently.	
 a. Come to discuss issue to probe a b. Follow rules for c. Pose questions as needed. d. Acknowledge needed 	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.	 deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	 deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	 deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	 deliver oral presentation compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. 				
EP1. Support analyses of			e following content-specif	ic practices: SP6. Construct explanations					
 complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 		them. MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.					
 a. Introduce a purpose; b. Develop th c. Use approp d. Use precise e. Establish a f. Provide a c 	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	 express an opinion about a familiar topic. 	 construct a claim about a familiar topic give a reason to support the claim. 	 construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement. 				
	When	engaging in one or mor	e of the following content-sp	ecific practices:					
 EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 		ppropriate to nd critique I e their own ideas	 MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision. 	 SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. 					
	When engaging 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	 gather information from a few provided sources label collected information. 	Level 2 gather information from provided sources record 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. 	 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. 	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.	
 When engaging in one of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. EP6. Use English structures to communicate context- 			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	ring Grade 7 Literacy in Con 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	 identify a point an author or a speaker makes. 	 identify the main argument an aut a speaker makes identify one rease author or a speal gives to support argument. 	 explain the argument an author or akes explain the argument an author or a speaker makes distinguish between claims that are analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to 		 analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevan and sufficient to support the claims cite textual evidence to support the analysis. 			
 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. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate their own ideas 		 MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. 		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	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 with emerging control, adapt language choices according to task and audience begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions. 		 with developing ease, adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content- specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	 with increasing ease, adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 			
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
 ELL can termine the meaning of ords and phrases in oral esentations and literary d informational text recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. relying heavily on context, visual aids, reference materials, and knowledge of morphology in their native language, tercognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 		 using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. 	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language in texts about a variety of topics, experiences, or events.		
	l When engesin		a af tha fa	llowing content-specific		
EP1. Support analyses of a range EP6. 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.	SP1. Ask questions and defi SP8. Obtain, evaluate, and e	
	When engaging in tasks a	aligned with the	e following	g Grade 7 Literacy in Cont	ent Area Standards:	
 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	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	 recount a short 	 recount a more detailed 	 recount a complex 		
	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,	 recount a brief 	middle, and end	beginning, middle, and	a beginning, middle,		
appropriate	• communicate simple	sequence of events in	 introduce and develop 	end	and end		
speech and text	information about	order	an informational topic	 introduce and develop an 	• introduce and effectivel		
	an event or topic	 introduce an 	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	 use a variety of 	facts and details		
	syntactically simple	 present one or two facts 	transitional words and	transitional words and	 use a wide variety of 		
	sentences	about the topic	phrases to connect	phrases to connect	transitional words and		
		 use some commonly 	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	 provide a conclusion 	 provide a concluding 	• 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				
EP2. 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	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and sentences), use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 		 use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence 	 use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 		
 development, o task, purpose, an EP6. Use English struct L.1. Demonstrate comma a. Explain the functi b. Choose among sin c. Place phrases and L.3* Use knowledge of la a. Choose language 	nd coherent writing in which the rganization, and style are appr nd audience. <u>ctures to communicate contex</u> When engaging in tas 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

157 | English Language Proficiency Standards | 2015



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.	 use an increasing range 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 summarize a simple text. 	 use a wide range of strategies to: determine central ideas or themes in oral presentation or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text. 		
EP3. Construct valid a EP4. 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.	SP1. 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 RL.3. Analyze how partice the action, reveal as RL.7. Analyze the extent faithful to or depa director or actor RL.1., RI.1. 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. RI.3. 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	 participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express their own ideas ask and answer relevant questions add relevant information. 	 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	 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.
	When	engaging in one or mo	re of the following content-	specific practices:	
 Wnen en EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. 		MP1. Make sense of problems and persevere in solving them.		SP4. Analyze and interpret daSP6. Construct explanations aSP8. Obtain, evaluate, and co	and design solutions.
	When en	gaging in tasks aligned	d with the following Grade	8 ELA Standards:	
and collabora SL.1. 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			-

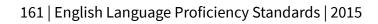
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and 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	 communicate simple information 	 deliver short oral presentations 	• deliver short oral	 deliver oral presentations compose written	deliver oral presentationscompose written	
speak and write		 compose written 	presentations	narratives or	narratives or	
about grade-		narratives or informational	 compose written narratives or 	informational toyto	informational texts	
appropriate complex		texts	informational	textsdevelop texts with	 develop texts with relevant details, ideas, or information 	
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:		
EP1. 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:		
 a. Introduce a topic of (e.g., charts, table) b. Develop the topic c. Use appropriate a d. Use precise languate e. Establish and main f. Provide a conclud W.3. Write narratives to deta a. Engage and orienta and logically. b. Use narrative tech c. Use a variety of transitional tr	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		
DELL can propriate oral ad written claims ad support them ith reasoning and ridence	• express an opinion about a familiar topic.	 construct a claim about a familiar topic give a reason to support the claim. 	 construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement. 		
		ngaging in one or more of t			·		
 EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. 			 MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision. 	SP7. Engage in argur SP8. Obtain, evaluat	 SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. 		
working colla	tructures to communicate con	text-specific messages.					
	When e	ngaging in tasks aligned w	ith the following Grade 8 E	LA Standards:			
 a. Introduce clai b. Support claim c. Use words, pl d. Establish and e. Provide a con SL.4. Present claims a appropriate eye 	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		



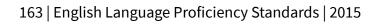


	By the end of each English language proficiency level, an English Language Learner can						
ELP.6-8.5.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	 gather information from a few provided sources label collected information. 	 gather information from provided sources record 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. 	 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. 	 gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 		
EP4. Build and pream of and synthesizeEP5. Build upon the working collar	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. W.8. 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 l			, 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	 analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	 analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claim cite textual evidence to support the analysis. 	
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	 adapt language choices according to task and audience begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions. 	 adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content- specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	 adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	 adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content specific academic words to precisely express ideas maintain an appropriate an consistent style and ton throughout an oral or writte text.
		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	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 herent writing in which the development, le are appropriate to the task, purpose, st to communicate context-specific messages.	 task and audience begin to use frequently occurring 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 show developing control of style and tone in oral or written text. 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

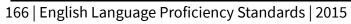
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.



	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	 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. when engaging in one or more of the set of		 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 	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.	 Level S using context, reference materials, and knowledge of English morphology, determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events. 	
	When eng a range of grade-level complex s to communicate context-spe	texts with evidence.	of the following content-spece MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and	d define problems. and communicate information.	
 figurative and connotative on meaning and tone, inclustion on clarify the ma. L.4. Determine or clarify the ma. Use context (e.g., the orboxic bills of the common, grade-aption of the clarify its precise meaning of the preliminary of the preliminary of the preliminary of the clarify the preliminary of the clarify the relationship be c. Distinguish among the preliminary of the clarify the preliminary of the prel	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 popopriate Greek or Latin affixe ecialized reference materials (ing or its part of speech. letermination of the meaning ng of figurative language, wor ech (e.g. verbal irony, puns) in tween particular words to bet	re used in a text, includin et of specific word choice o other texts. ple-meaning words or pl or paragraph; a word's pe 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 th f words with similar deno	word choices on meaning masses based on grade 8 reading an osition or function in a sentence) a he meaning of a word (e.g., preced ries, thesauruses), both print and o by checking the inferred meaning nees in word meanings.	of words and phrases as they a and technical meanings; analy g and tone, including analogie ad content, choosing flexibly fr s a clue to the meaning of a we <i>e, recede, secede</i>). digital, to find the pronunciation ; 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 er	nd of each English langua	age 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	 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. 	 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., next, because, and, also) provide a concluding statement with emerging control. 	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with developing control. 	 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. 	 Level 5 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
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
 W.2c. Use appropriate at W.3c. Use a variety of transmorg experient W.4. Produce clear and SL.4. Present claims an use appropriate 	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 auses to convey sequence, signa development, organization, and points in a focused, coherent m , and clear pronunciation. demonstrating command of form	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	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	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and sentences), use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	 with support (including modeled sentences), use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	 use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	 use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 			
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.	cific practices: 5 P8. Obtain, evaluate, and cor	nmunicate information.			
 a. Explain the b. Form and u c. Form and u d. Recognize L.3. Use knowledg a. Use verbs i 	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

		CCSS	Literacy Sta	andards	CCSS ELA 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	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 8 English Language Proficiency Standards (Literacy in Content Area Correspondence) GRADE 8: STANDARD 1

	By the e	end of each English	language proficiency le	vel, an English Language I	Learner can
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of	use an	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 EP1. Support analys	• 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 retell a few key details. 	 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. 	 determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	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.
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; RST.2 Determ n prior knowledge or ST.3 RST.3 Follow p ory/social taking r or RST.7 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 Engli	sh language proficiency l	evel, 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 nformation, ideas, and analyses, esponding to peer, audience, or reader comments and questions	 participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	 participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	 participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express their own ideas ask and answer relevant questions add relevant information. 	 participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	 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 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.	in SP4. Analyze and interpre SP6. Construct explanation SP8. Obtain, evaluate, and	ons and design solutions. d communicate information.
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.



Department of Education & Workforce

	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 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. 	 deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	 deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	 deliver oral presentation compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences. 		
		aging in one or more of the					
EP1. Support analyses of a range of grade-level complex texts with evidence.		MP1. Make sense of problems and persevere in solving them.		SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information.			
EP2. Produce clear and control the development, or	EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and		MP6. Attend to precision.				
udurence.	When engaging in ta	sks aligned with the follow	ving Grade 8 Literacy in Co	ntent Area Standards:			
 a. Introduce a purpose; i b. Develop the c. Use appropr d. Use precise l e. Establish and 	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	 about a familiar topic. a familiar topic give a reason to support the claim. a familiar topic introduce the topic provide several supporting reasons or facts in a logical order 		 a familiar topic introduce the topic 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. 	 construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a 		
			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.	SP7. Engage in argument from evidence.SP8. 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	
 gather information from a few provided sources label collected information. 	 gather information from provided sources record 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. 	 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. 	 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 	
s of a range of grade-level con t knowledge from research by synthesizing ideas from texts. leas of others and articulate t atively.	nplex texts with / integrating, heir own ideas when		c practices: SP3. Plan and carry out in SP6. Construct explanatic SP8. Obtain, evaluate, and communicate inform	ons and design solutions.	
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- uresearch projects to answer a question (including a self-generated question), drawing on se used 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		
 An ELL can identify a point an author or a speaker makes. identify a point an author or a speaker makes. identify a point an author or a speaker makes. 		 identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	 analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	 analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis. 		
organization, and audience. EP3. Construct valid ar others. EP4. Build and present comparing, and sy	When eng d coherent writing in which th I style are appropriate to task, rguments from evidence and o t knowledge from research by ynthesizing ideas from texts. eas of others and articulate th atively.	purpose, and critique the reasoning of integrating,	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	 recognize the meaning of some words learned through conversations, reading, and being read to. 			 with developing ease, adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content- specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	 with increasing ease, adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	 with ease, adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content- specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text. 		
When engaging in one or moEP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.EP6. Use English structures to communicate context-specific messages.				cific practices: SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.				

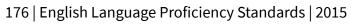
- **WHST.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- **SL.6*** Adapt speech to a variety of contexts and tasks, 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	 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. 	Level 2Level 3Level 4using context, visual aids, reference materials, and knowledge of morphology in their native language,using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), determine the meaning of general academic and content-specific words and phrases, and expressions in texts about familiar topics, experiences, or events.using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. 		, and an increasing ge of English pgy, ine the meaning of academic and t-specific words and s, and a growing r of idiomatic ions bout a variety of	 using context, reference materials, and knowledge of English morphology, determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events. 			
When engaging in one or more of the following content-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. 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 and persevere in solving them. SP8. Obtain, evaluate, and communicate information. When engaging in tasks aligned with the following Grade 8 literacy in content area standards								
History/Social Studies			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		
 a. Use context (e.g., b. Use common, gra c. Consult general au precise meaning of d. Verify the prelimining L.5 Demonstrate unders a. Interpret figures of b. Use the relationsh c. Distinguish among particular words to 	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 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	 with support (including context and visual aids) and non-verbal communication, communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 with support (including modeled sentences), 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. 	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with developing control. 	 recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however</i>, <i>on the other hand, from</i> <i>that moment on</i>) provide a concluding section with increasingly 	 Level 5 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section. 		
				independent control.			
When engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. MP1. Make sense of problems and persevere in solving them. SP7. Engage in argument from evidence. MP3. Construct viable arguments and critique reasoning of others. SP8. Obtain, evaluate, and communicate information.							
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 alient points in a focused, cohere lume, and clear pronunciation.	owing Grade 8 Literacy in Co onships 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>r</i> iting	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	 with support (including visual aids and sentences), use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	 with support (including modeled sentences), use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	 use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	 use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 				
development, o task, purpose, a	nd coherent writing in whic organization, and style are and audience. actures to communicate co	ch the Appropriate to Appropriste to Appropriate to Appropriate to Appropriate to Appropriate to	f the following content-sp P6. Attend to precision.	SP8. Obtain, evaluate, and c	ommunicate information.				
 a. Explain the fu b. Form and use c. Form and use d. Recognize and L.3* Use knowledge a. Use verbs ir action; ex 	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				



Grade 9-10 English Language Arts Standards Matrix

	ELP Standards		Corresponding CCSS for ELA Standards						
			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

179 | English Language Proficiency Standards | 2015



Grade 9-10 ELP Standards (with English Language Arts Correspondence)

	By the end of each English language proficiency level, an English Language Learner can							
ELP.9-12.1.	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	L canuse a very limiteduse an emerginguse a developing set ofruct meaningset of strategiesset of strategies to:strategies to:strategies to:oralto:identify a few keyidentify a few keyor theme in oraly andwords andphrases in oralpresentations andpresentations andand simple oraland written texts.simple oral andwritten texts.ng, reading,and written texts.summarize part of the		 use an increasing range of strategies to: determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	 use a wide range of strategies to: determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text. 				
EP3. Construct valie EP4. Build and pres	ses of a range of grade-le d arguments from eviden ent knowledge from rese e ideas of others and artic	vel complex texts with evide ce and critique the reasonin arch by integrating, compar ulate their own ideas when	g of others. ing, and synthesizing ideas from working collaboratively.	MP1. Make sense of proble and persevere in solv texts. them.				
Literature	Wh	en engaging in tasks ali	gned with the following Grad Informational Text	des 9–10 ELA Standards:				
 RL.2. Determine a theme of course of the text, indicately; provide an of the text, indicately; provide an of the text. RL.3. Analyze how compled develop over the court of the plot or develop the the plot or develop the the plot or develop the text. RL.7. Analyze the represent including what is emdes Beaux Arts" and the text. RL.1., RI.1. Cite strong and the text. 	cluding how it emerges an ojective summary of the t x characters (e.g., those v rse of a text, interact with he theme. Itation of a subject or a ke phasized or absent in eac Breughel's <i>Landscape wit</i> I thorough textual eviden	vith multiple or conflicting o other characters, and ey scene in two different arti h treatment (e.g., Auden's <i>h the Fall of Icarus</i>). ce to support analysis of wh	RI.2. Determine a cer course of the ter specific details;RI.3. Analyze how th including the or and developed,sticRI.7. Analyze various person's life sto are emphasizedat the text says explicitly as well a	ntral idea of a text and analyze its de xt, including how it emerges and is s provide an objective summary of the e author unfolds an analysis or series rder in which the points are made, ho and the connections that are drawn s accounts of a subject told in different ry in both print and multimedia), def l in each account. as inferences drawn from the text. ely, orally) evaluating the credibility a	haped and refined by specific e text. s of ideas or events, motivations) w they are introduced advance between them. nt mediums (e.g., a mediums, termining which details "Musée			



		By the end of ea	ch English language profici	ency level, an	English Language Lo	earner can
ELP.9-12.2.	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	 participate in short participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions. respond to simple questions. respond to simple questions. respond to simple questions. respond to and wh- questions. present present information and wh- questions. prestate some of the key ideas expressed. 		 participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express their own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 		 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express their own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support their ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed. 	
con EP5. Bui ow W.6. Use technolo	oport analyses of a range nplex texts with evidence Id upon the ideas of othe n ideas when working col ogy, including the Interne and to display informatio	of grade-level e. rs and articulate their <u>laboratively.</u> When engaging i t, to produce, publish, ar	MP1. Make sense of problem in solving them. MP6. Attend to precision. In tasks aligned with the follow and update individual or shared writ lly.	is and persevere ving Grades 9-1	SP4. Analyze and inter SP6. Construct explant SP8. Obtain, evaluate, O ELA Standards:	ations and design solutions. and communicate information.
building on c a. Come to c on the top b. Work with and deadl c. Propel co discussion d. Respond t	others' ideas and expressi liscussions prepared, hav bic or issue to stimulate a peers to set rules for col ines, and individual roles nversations by posing an n; and clarify, verify, or ch houghtfully to diverse pe	ing their own clearly and ring read and researched thoughtful, well-reason legial discussions and de as needed. d responding to question allenge ideas and conclu- erspectives, summarize p	I material under study; explicitly dr ed exchange of ideas. ecision-making (e.g., informal conso ns that relate the current discussion	aw on that prepara ensus, taking votes n to broader theme	ation by referring to evide s on key issues, presentati es or larger ideas; actively	nce from texts and other research on of alternate views), clear goals incorporate others into the



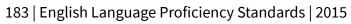
By the end of each English language proficiency level, an English Language Learner can									
LP.9-12.3.	Level 1	Level 2	Level 3	Level 4		Level 5			
nELL canwith supportwith supporteak and write out grade- propriate d informational kts and topicswith support(including modeled sentences), • commu nicate informa tion about familiarwith support (including modeled sentences), • deliver short oral presentations • compose written informational texts about familiarwith support (including modeled sentences), • deliver short oral presentationswith support (including modeled sentences), • deliver short oral presentations		 with support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. deliver oral presenta compose written informational texts develop the topic with a few details about a variety of texts topics, or events. 		tts with some concepts, iformation s or n useful	 deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 				
			r more of the following cor						
 EP1. Support analyses of a range of grade-level complex texts with evidence EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. 		ence. MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information.					
figures, tab b. Develop the audience's c. Use approp d. Use precise e. Establish ai f. Provide a c W.3. Write narrative a. Engage and characters;	topic; organize compl les), and multimedia w e topic with well-chose knowledge of the topic oriate and varied transi e language and domain and maintain a formal s oncluding statement o es to develop real or im d orient the reader by s create a smooth progr	tions to link the major sections of the i-specific vocabulary to manage the c tyle and objective tone while attendin r section that follows from and support agined experiences or events using e etting out a problem, situation, or ob ression of experiences or events. dialogue, pacing, description, reflect	nded definitions, concrete detail e text, create cohesion, and clar omplexity of the topic. ng to the norms and conventior orts the information or explana effective technique, well-choser prevation, establishing one or r	ils, quotations, or othe ify the relationships an ns of the discipline in v tion presented (e.g.,an n details, and well-stru nultiple point(s) of vie develop experiences, e	er information mong complex which they are ticulating imp ctured event s w, and introdu	and examples appropriate to the ideas and concepts. writing. lications or the significance of the topic). equences. ucing a narrator and/or			

182 | English Language Proficiency Standards | 2015



Department of Education & Workforce

	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.4.	Level 1	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	• express an opinion about a familiar topic.	 construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	 construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 		 construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 		 construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented. 		
organization, EP3. Construct va EP5. Build upon tl working colla	r and coherent writing in whicl , and style are appropriate to ta lid arguments from evidence a he ideas of others and articulat	ask, purpose, and audience. nd critique the reasoning of o e his or her own ideas when		Ilowing content-spe MP3. Construct viab arguments and critique reasor of others. MP6. Attend to preci	d SF ning SF	P4. Analyze and int	ment from evidence. te, and		
 a. Introduce precise counterclaims, re b. Develop claim(s) audience's know c. Use words, phras evidence, and be d. Establish and ma 	support claims in an analysis o e claim(s), distinguish the claim easons, and evidence. and counterclaims fairly, supp ledge level and concerns. ses, and clauses to link the maj- tween claim(s) and countercla intain a formal style and object ding statement or section that	(s) from alternate or opposing lying evidence for each while p or sections of the text, create c ms. tive tone while attending to th	sing valie claims, a ointing o ohesion, e norms	d reasoning and releva and create an organiza out the strengths and li , and clarify the relatior and conventions of the	int and suffic ation that est imitations of nships betwe e discipline i	cient evidence. cablishes clear relat f both in a manner f een claim(s) and rea n which they are wi	that anticipates the asons, between reasons and riting.		
SL.4. Present information development, substL.6. Acquire and use acc	n, findings, and supporting evic ance, and style are appropriat urately general academic and nonstrate independence in gatl	e to purpose, audience, and tas domain-specific words and ph	sk. rases, su	fficient for reading, wri	iting, speaki	ng, and listening at	the college and career		





	E	By the end of each	English lang	uage proficiency	By the end of each English language proficiency level, an English Language Learner can							
ELP.9-12.5.	Level 1 Level 2		Lev	el 3	L	evel 4	Level 5					
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	 gather information from a few provided print and digital sources label collected information, experiences, or events. 	 gather information from provided print and digital sources summarize data and information. 	 carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source 		 carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 		 carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately. 					
		When engaging in on			-							
 EP1. Support analyses of a range of grade-level complex texts with evidence EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 				problems and persevere in SP6. Construct e		rry out investigations. xplanations and design solutions. luate, and te information.						

When engaging in tasks aligned with the following Grades 9-10 ELA Standards:

- W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.



Education & Workforce

	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.6.	LP.9-12.6. Level 1 Level 2		Level 3	Level 4	Level 5				
An ELL can analyze and critique the arguments of others orally and in writing	• identify a point an author or a speaker makes.	 identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	 analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	 Level 5 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis. 				
organizatio EP3. Construct others. EP4. Build and p comparing EP5. Build upor	lear and coherent writing in wl on, and style are appropriate t	o task, purpose, and audience. e and critique the reasoning of urch by integrating, texts.	of the following content-s MP1. Make sense of problems and persevere in solving them. MP3. Construct vial arguments an critique reaso others.	SP1. Ask que SP6. Constru design SP7. Engage SP8. Obtain, d commu	stions and define problems. ct explanations and solutions. in argument from evidence. evaluate, and nicate information.				
statements and fall W.1b. Develop claim(s) a	uate the argument and specifi lacious reasoning. nd counterclaims fairly, supply	engaging in tasks aligned wi c claims in a text, assessing when ying evidence for each while poir	ther the reasoning is valid and	the evidence is relevant and s	-				
 W.1b.Develop claim(s) at knowledge level at SL.3. Evaluate a speaker L.6. Acquire and use ac 	nd counterclaims fairly, supply nd concerns. r's point of view, reasoning, an curately general academic and	ying evidence for each while poir d use of evidence and rhetoric, i d domain-specific words and phr thering vocabulary knowledge w	dentifying any fallacious reaso ases, sufficient for reading, wi	oning or exaggerated or distort riting, speaking, and listening a	ed evidence. at the college and career				



	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.7.	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	 recognize the meaning of some words learned through conversations, reading, and being read to. 	the meaning vords learned onversations, • adapt language choices to task and audience with emerging control purpo		 adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content- specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	 adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content- specific words and phrases employ both formal and more informal styles effectively, as appropriate. 				
organizatio audience.	When a ear and coherent writing in whic on, and style are appropriate to t n structures to communicate cor	ne task, purpose, and	the following content-spo MP6. Attend to precision.	SP1. Ask questions and def SP6. Construct explanation SP8. Obtain, evaluate, and	ns and design solutions.				
purpose and audier SL.6. Adapt speech to a L.6. Acquire and use acc	then writing as needed by plann	nonstrating command of form omain-specific words and phra	, or trying a new approach, foc al English when indicated or a ases, sufficient for reading, wri	using on addressing what is m ppropriate. ting, speaking, and listening at	the college and career				



GRADES 9-1	0: STANDARD 8
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	Ву	the end of each English l	anguage proficiency leve	l, an Engli	ish Language Learn	er can	
ELP.9-12.8.	Level 1	Level 2	Level 3	L	.evel 4	Level 5	
An ELL canrelying heavily on context, visual aids, and knowledge of morphology in their native language,using context, visual aids reference materials, and knowledge of morpholog in their native language, • determine the meaning of		expressions in texts about familiar topics, experiences, or	 using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root 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. 	Level 4 using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content- specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.		Level 5 using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.	
	ort analyses of a range of grade-le nglish structures to communicate	vel complex texts with evidence	e. MP1. Make sense of proble persevere in solving	ems and	SP1. Ask questions an	d define problems. , and communicate information.	
including fig word choice time and pl L.4. Determine of a. Use cont b. Identify a c. Consult g its precis d. Verify the L.5. Demonstrat a. Interpret	the meaning of words and phrase gurative and connotative meanin es on meaning and tone (e.g., how ace; how it sets a formal or inform or clarify the meaning of unknow text (e.g., the overall meaning of a and correctly use patterns of wor	es as they are used in the text, gs; analyze the cumulative impo- v the language evokes a nal tone). n and multiple-meaning words/ a sentence, paragraph, or text; a d changes that indicate differen e materials (e.g., dictionaries, glu its etymology. e meaning of a word or phrase of guage, word relationships, and sm, oxymoron) in context and a	act of figurative, connot specific word cho opinion differs fro /phrases based on grades 9–10 re a word's position or function in a at meanings or parts of speech (e ossaries, thesauruses), both prin (e.g., by checking the inferred me nuances in word meanings.	eaning of wo tative, and te ices on mear om that of a r eading and c sentence) as .g., analyze, i it and digital,	ords and phrases as they a echnical meanings; analy ning and tone (e.g., how t newspaper). ontent, choosing flexibly s a clue to the meaning o analysis, analytical; advo , to find the pronunciatio	f a word or phrase.	



		By the end of ea	ch Eng	glish language proficiend	y level, an English	Language Learnei	r can
ELP.9-12.9.	Level 1	Level 2		Level 3	Level 4		Level 5
An ELL can create clear and coherent grade- appropriate speech and sext	ELL can tate clear d coherent and visual aids) and non-verbal tech and ttwith support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topicwith support (including modeled sentences), • recount a short 		 introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a</i> 	 recount a longer, m sequence of events process, with a cleat chronological struc introduce and devent informational topic and evidence use a variety of mo transitions to link t of text and speech relationships amon provide a concludir statement with increasingly indicontrol. 	s or steps in a ar sequential or ture elop an with facts, details, re complex the major sections and to clarify g events and ideas ng section or	 recount a complex and detailed sequence of events or steps in a process, with ar effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement. 	
develo	e clear and coherent writi oment, organization, and riate to task, purpose, and	ng in which the style are	MP1. (t MP3. (e or more of the following Make sense of problems and p hem. Construct viable arguments an of others.	persevere in solving	SP7. Engage in argu	ument from evidence. hte, and communicate
between re W.2c. Use approp W.3c. Use a varie of mystery W.4. Produce cle SL.4. Present inf opposing p tasks.	easons and evidence, and oriate and varied transition ty of techniques to seque , suspense, growth, or res ear and coherent writing i ormation, findings, and su erspectives are addressed	vell as varied syntax to between claim(s) and ns and syntax to link t nce events so that the olution). n which the developn upporting evidence, co d, and the organizatio	o link the counte he majo by build nent, or onveying n, devel	r sections of the text, create c	reate cohesion, and clar ohesion, and clarify the herent whole and build opriate to task, purpose ve, such that listeners c are appropriate to purp	rify the relationships b e relationships among toward a particular to e, and audience. can follow the line of re pose, audience, and a r	complex ideas and concepts. one and outcome (e.g., a sense easoning, alternative or



	By the en	d of each English	languag	ge proficiency level,	an English Language Lea	rner can
LP.9-12.10.	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	 with support (including modeled sentences), recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	 with support (including modeled sentences), use frequently occurring verbs, r adjectives, adverl prepositions, and conjunctions produce simple and compound sentences. 	nouns, bs,	 with support (including modeled sentences), use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	 use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	 use complex phrases and clauses produce and expand simple, compound, and complex sentences.
development, task, purpose, a	nd coherent writing in which t organization, and style are app	he ropriate to	1	following content-spected to precision.	cific practices: SP8. Obtain, evaluate, and co	mmunicate information.
a. Apply the und	mmand of the conventions of s derstanding that usage is a mat	standard English grami ter of convention, can	mar and ι change o	ver time, and is sometime	king. s contested.	lorn Amorican (Joago) 25
needed. L.3. Apply knowledg		ow language functions			y of English Usage, Garner's Moa tive choices for meaning or style	



Grades 9-10 Literacy in Content Area Standards Matrix

	FLD Chandanda	CCSS	Literacy Sta	andards	CCSS ELA Standards		
	ELP 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

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

190 | English Language Proficiency Standards | 2015



Grades 9-10 ELP Standards (with Literacy in Content Area Correspondence)

	By the end of each English language proficiency level, an English Language Learner can .						
ELP.9-12.1.	Level 1	Level 2	Level 3	Lev	el 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 oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	 use a developing set of strategies to: determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	themes in or and written • analyze the themes/idea • cite specific	wo central ideas or ral presentations texts development of the as details and evidence exts to support the	to: • determ themes written • analyze the the • cite spi from t analysi	e the development of emes/ideas ecific details and evidence the texts to support the
EP3. Construct valid EP4. Build and pres	l arguments from eviden ent knowledge from rese			m texts.	MP1. Make sense of problems and persevere in solv them.	ving	SP1. Ask questions and define problems.
 origin of the inform RH.2 Determine the cent secondary source; pideas develop over RH.3 Analyze in detail as whether earlier even RH.7 Integrate quantitat with qualitative and 	evidence to support an attending to such featur ation. ral ideas or information provide an accurate sum the course of the text. series of events describer nts caused later ones or ive or technical analysis alysis in print or digital te	S alysis of primary and res as the date and of a primary or mary of how key d in a text; determine simply preceded ((e.g., charts, research ext.	h the following Grades 9–10 ccience/Technical Subjects ST.1 Cite specific textual evider the precise details of expla ST.2 Determine the central idea of a complex process, pher ST.3 Follow precisely a complex measurements, or perform defined in the text. ST.7 Translate quantitative or the e.g., a table or chart) and translate an equation) into words.	ace to support an nations or descri- to or conclusions to menon, or cor a multistep proc ing technical ta echnical inform te information en data)	nalysis of science and tec iptions. s of a text; trace the text' ncept; provide an accura edure when carrying out sks, attending to special ation expressed in worde xpressed visually or mat	chnical text s explanati te summar t experimer cases or ex s in a text ir hematicall	fon or depiction y of the text. hts, taking events or acceptions hto visual form the y (e.g., in
with qualitative and	alysis in print or digital te	ext.	an equation) into words.	-	valuating the credibility	and accura	acy of each



	By the end of each English language proficiency level, an English Language Learner can									
ELP.9-12.2.	2. Level 1 Level 2 Level 3		1	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	 participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	 participate in sho conversational ar written exchange on familiar topic and texts present informat and ideas respond to simple questions and wh- questions. 	discussions, and written exchanges on familiar topics, texts, and issues • build on the ideas of	discussi exchang texts, ar • build on • express • support and rele • ask and clarify in	ate in conversations, ons, and written ges on a range of topics, nd issues the ideas of others their own ideas clearly points with specific evant evidence answer questions to deas and conclusions rize the key points ed.	 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express their own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support their ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed. 				
complet EP5. Build up their ow WHST.6 Use technolo	ogy, including the Interne	ade-level d articulate <u>llaboratively.</u> aging in tasks alig t, to produce, publisl	 g in one or more of the following con MP1. Make sense of problems and perse solving them. MP6. Attend to precision. ned with the following Grades 9–10 n, and update individual or shared writing 	vere in D Literacy i	SP4. Analyze and interp SP6. Construct explana SP8. Obtain, evaluate, a	tions and design solutions. and communicate information. ards:				
 SL.1* Initiate and particular issues, building a. Come to discurse and the company of t	g on others' ideas and exp cussions prepared, having the topic or issue to stimu eers to set rules for collegi es, and individual roles as ersations by posing and re and clarify, verify, or challe ughtfully to diverse persp	inge of collaborative ressing their own cle gread and researched late a thoughtful, we ial discussions and d needed. esponding to questio enge ideas and concl pectives, summarize tions in light of the e	discussions (one-on-one, in groups, and arly and persuasively. d material under study; explicitly draw or ell-reasoned exchange of ideas. ecision-making (e.g., informal consensus ns that relate the current discussion to br usions. points of agreement and disagreement, a vidence and reasoning presented.	n that prepar , taking vote roader them	ration by referring to evide s on key issues, presentat es or larger ideas; actively	ence from texts and other ion of alternate views), clear goals vincorporate others into the				



GRADES 9-10:	STANDARD 3
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	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.3.	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	ELL canwith support (including modeled sentences), • communicate information about familiar texts, topics, and experiences.with support (including modeled sentences), • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.		 with support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	 compose written informational texts develop the topic with a few details bout familiar texts, topics, or events. compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 					
EP2. Produce	analyses of a range of grade-leve clear and coherent writing in w ation, and style are appropriate			sp6. Construct expl	anations and design solutions. te, and communicate information.				
	When engagi	ng in tasks aligned with the	•	racy in Content Area Stand	ards:				
a. Intro figur b. Deve audi c. Use d. Use expe e. Esta	oduce a topic and organize idea res, tables), and multimedia whe elop the topic with well-chosen, ience's knowledge of the topic. varied transitions and sentence precise language and domain-s ertise of likely readers. blish and maintain a formal styl	en useful to aiding comprehension relevant, and sufficient facts, exists structures to link the major sect	nake important connections an on. tended definitions, concrete de ions of the text, create cohesior e complexity of the topic and co ding to the norms and conventi	d distinctions; include formatti tails, quotations, or other inforr n, and clarify the relationships a nvey a style appropriate to the ions of the discipline in which th	ng (e.g., headings), graphics (e.g., nation and examples appropriate to the mong ideas and concepts. discipline and context as well as to the ney are writing.				



		By the end of each Englis	h langua	ge proficiency lev	vel, an Eng	glish Language I	earner can	
ELP.9.12.4.	12.4. Level 1 Level 2			Level 3 Level 4		Level 4	Level 5	
An ELL can	about a familiar topic. familiar topics familiar topics variety of		ct a claim about a of topics ce the topic	 construct a substantive claim abore variety of topics introduce the claim 				
construct grade-	ruct grade-			de sufficient reasons		logically ordered	 distinguish it from a counter- clair 	
appropriate oral and	e oral and the claim or facts to support the re-			or facts that	• provide logically ordered and rele			
written claims and		 provide a concluding 	claim			ely support the	reasons and evidence to support t	
support them with		statement.		de a concluding	claim		claim and to refute the counter-cl	
reasoning and			stater	nent.	 provide a concluding statement. 		 provide a conclusion that summarizes the argument 	
evidence					Stateme		presented.	
							presented.	
	1	ı /hen engaging in one or mo	re of the	following content-	specific pre	octices	1	
EP2. Produce clea	ar and coherent writing in wh		ie or the	MP3. Construct vial	· ·	SP4. Analyze and	d interpret data.	
organization	n, and style are appropriate to	o task, purpose, and audience.		arguments ar	nd	SP7. Engage in a	rgument from evidence.	
	lid arguments from evidence	and critique the reasoning		critique reaso	oning		luate, and communicate	
of others.			1.*	of others.		information	n.	
collaborative		late their own ideas when wor	King	MP6. Attend to pre	cision.			
	structures to communicate co	ontext-specific messages.						
		, ,						
	When engagin	g in tasks aligned with the f	following	Grades 9–10 Litera	acy in Conto	ent Area Standar	ds:	
WHST.1 Write arguments	focused on discipline-specifi	c content.						
	cise claim(s), distinguish the s, reasons, and evidence.	claim(s) from alternate or oppo	osing claim	ns, and create an orga	nization that	establishes clear r	elationships among the claim(s),	
b. Develop claim	n(s) and counterclaims fairly,	supplying data and evidence for	or each wh	ile pointing out the st	rengths and	limitations of both	claim(s) and counterclaims in a	
	•	er that anticipates the audienc		-				
•		•	eate cohes	ion, and clarify the rel	lationships b	etween claim(s) an	d reasons, between reasons and	
	between claim(s) and count	erclaims. objective tone while attending t	ta tha nar	me and conventions a	fthe dissipli	no in which they ar	o writing	
		that follows from or supports t			or the discipli	ine in which they ar	e writing.	
	-	idence clearly, concisely, and lo	-	•	ollow the line	e of reasoning and t	the organization,	
		ate to purpose, audience, and ta						
				-			the college and career readiness	
		ary knowledge when considerin	ig a word o	or phrase important to	o comprehei	nsion or expression		
* Ctrongly oppling to literat	nin histon/coold studies and	al a standa /the alantical avulation to						

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



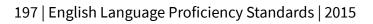
	By the end of each English language proficiency level, an English Language Learner can							
ELP.9-12.5.	Level 1	Level 2	Level 3			Level 4	Level 5	
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	 gather information from a few provided print and digital sources label collected information, experiences, or events. 	from provided print and digital sources • summarize data and information. • gather inf multiple p and digital • evaluate t each sour • paraphras information written or • include ill diagrams graphics		to answer a mo formation from qu provided print egat al sources infi the reliability of pri rce use se key effi on in a short eeva r oral report eave lustrations, int s, or other an ulist of sources. citra		and synthesize ation from multiple ad digital sources rch terms ely e the reliability of urce te information into nized oral or report	 carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately. 	
EP4. Build and presen and synthesizingEP5. Build upon the ic working collabor	s of a range of grade-le t knowledge from rese ideas from texts. leas of others and artic atively.	en engaging in one or vel complex texts with ev earch by integrating, com culate their own ideas wh context-specific message	vidence. paring, en	following conten MP1. Make sense of problems an persevere in solving them	d	SP3. Plan and carry	lanations and design solutions. ate, and	
	When engaging	in tasks aligned with t	he followin	g Grades 9–10 Lite	eracy in Co	ontent Area Standa	rds:	
inquiry when a WHST.8 Gather relevant i answering the for citation. WHST.9 Draw evidence fr	appropriate; synthesize nformation from mult research question; int om informational text	e multiple sources on the sources of	subject, demo d digital source ne text selection ection, and res	onstrating understan ces, using advanced s vely to maintain the f search.	ding of the s searches eff flow of idea	subject under investig ectively; assess the us	efulness of each source in and following a standard format	



	By the end of each English language proficiency level, an English Language Learner can \ldots								
LP.9-12.6.	Level 1 Level 2 Level 3 Level 4			Level 5					
n ELL can nalyze and ritique the rguments of thers orally and in vriting	 identify a point an author or a speaker makes. 	 identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the reaso an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	or aof rhetoric in persuasive textsves toor speeches, includingclaimdocuments of historical andlliterary significance,o• determine whether the		 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis. 			
		When engaging in on	e or more of the fo	llowing content-specific prac	tices:				
organization, and EP3. Construct valid ar others. EP4. Build and present comparing, and sy	style are appro guments from e knowledge from ynthesizing idea eas of others an	ng in which the developme priate to task, purpose, and evidence and critique the re m research by integrating, as from texts. Id articulate their own ideas	d audience. easoning of	 MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. 	SP6. SP7.	Ask questions and define problems. Construct explanations and design solutions. Engage in argument from evidence. Obtain, evaluate, and communicate information.			
L	When enga	aging in tasks aligned w	vith the following (irades 9-10 Literacy in Conter	nt Area	Standards:			
in a discipline- SL.3* Evaluate a speaker's L.6. Acquire and use accu	which the reaso and countercla appropriate for point of view, r urately general a el; demonstrate	oning and evidence in a text aims fairly, supplying data a m and in a manner that ant reasoning, and use of evide academic and domain-spec independence in gathering	t support the and evidence for each cicipates the audience nce and rhetoric, ider cific words and phrase g vocabulary knowled	Science/Technical Studies ST.8 Assess the extent to which the author's claim or a recommendation of the statement of the stat	ne reasc endatior nd limita exagger eaking,	oning and evidence in a text support the a for solving a scientific or technical ations of both claim(s) and counterclaims rated or distorted evidence. and listening at the college and			



LP.9-12.7. n ELL can dapt language hoices to urpose, task, and	 Level 1 recognize the meaning of some words learned through conversations, 	Level 2 adapt language choic 	Level 3 • adapt language choice	Level 4 • adapt language	Level 5 • adapt language	
dapt language hoices to	of some words learned		es • adapt language choice	• adapt language		
udience when peaking and vriting	reading, and being read to.	to task and audience with emerging contro • use some frequently occurring general academic and content- specific words in conversatio and discussion.	and style according to purpose, task, and audience with developing ease • use an increasing number of general	 choices and style according to purpose, task, and audience use a wider range of complex general academic and content- specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	 choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content- specific words and phrases employ both formal and more informal styles effectively, as appropriate. 	
organization, and s and audience.	When engates coherent writing in which the style are appropriate to the ta	development, MF sk, purpose,	f the following content-spe 6. Attend to precision.	SP1. Ask questions and define SP6. Construct explanations a SP8. Obtain, evaluate, and cor	nd design solutions.	
	When engaging in tasks	aligned with the foll	wing Grades 9-10 Literacy	in Content Area Standards:		
a specific purpose S6* Adapt speech to a varie L.6* Acquire and use accura	e and audience. ety of contexts and tasks, dem itely general academic and do	onstrating command of omain-specific words and	ormal English when indicated o phrases, sufficient for reading,	ach, focusing on addressing what r appropriate. writing, speaking, and listening a word or phrase important to con	t the college and	
* Strongly applies to literacy	in history/social studies and s	science/technical subject	S			





GRADES 9-10: STAND	ARD 8
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	Byt	he end of each English la	inguage proficiency leve	el, an Eng	glish Language Learr	ner can
ELP.9-12.8.	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	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root 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.	complex materials knowled morphol • determ genera specific figurat langua numbe express in texts a	nine the meaning of l academic and content- c words and phrases, ive and connotative ge, and a growing er of idiomatic	using context, complex visua aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events
	lyses of a range of grade-level structures to communicate co	ntext-specific messages.	MP1. Make sense of problem persevere in solving th	ns and em.	SP1. Ask questions and SP8. Obtain, evaluate, a	nd communicate information.
		in tasks aligned with the f	•	-	ontent Area Standards:	
including voca history/social L.4* Determine or cla strategies.	meaning of words and phrase bulary describing political, so science. rify the meaning of unknown a	cial, or economic aspects of and multiple-meaning words ar	and phrases as to grades 9–10 nd phrases based on grades 9–1	e meaning s they are texts and to 10 reading	used in a specific scientif opics. and content, choosing flex	
 b. Identify and of c. Consult gene clarify its predicted definition of the predict of the predict. L.5. Demonstrate up a. Interpret filled definition of the predicted definition of	correctly use patterns of word ral and specialized reference r cise meaning, its part of speec liminary determination of the nderstanding of figurative lang	meaning of a word or phrase (e guage, word relationships, and ism, oxymoron) in context and	meanings or parts of speech (e ssaries, thesauruses), both prir e.g., by checking the inferred m nuances in word meanings.	e.g., analyz nt and digit	e, analysis, analytical; advo al, to find the pronunciatio	ocate, advocacy).

- Analyze nuances in the meaning of words with similar denotations.
 * Strongly applies to literacy in history/social studies and science/technical subjects



GRADES	9-10:	STANDARD	9
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	By	the end of each I	English	language proficiency	level, an English I	.anguage Lea	arner can
ELP.9-	Level 1	Level 2		Level 3	Level 4		Level 5
An ELL can create clear and cohere nt grade- approp riate speech and text	 with support (including context and visual aids) and non-verbal communication, communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	 with support (including modele sentences), recount a short sequence of eve order, and introduce an informational topic provide one or the facts about the facts order, and idea <i>first, next, becau</i> with emerging core 	wo topic king tt s (e.g., rse)	 recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control. 	 recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control. 		 recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
the	oduce clear and coherent wri e development, organization propriate to task, purpose, ar	ting in which , and style are nd audience.	MP1. M th MP3. Co re	or more of the following ake sense of problems and nem. onstruct viable arguments a easoning of others.	persevere in solving	SP7. Engage i SP8. Obtain, e commun	icate information.
an WHST.2c Us WHST.4 Pr SL.4* Pr or an SL.6. Ada	se words, phrases, and clause d reasons, between reason se varied transitions and sente oduce clear and coherent writ esent information, findings, a opposing perspectives are	s as well as varied syr s and evidence, and l ence structures to lin ting in which the dev nd supporting evider addressed, and the c	ntax to lin petween c k the maj elopment nce, conve organizati ponstrating	claim(s) and counterclaims. or sections of the text, crea c, organization, and style are eying a clear and distinct pe on, development, substanc g a command of formal Eng	text, create cohesion, a te cohesion, and clarify e appropriate to task, p erspective, such that list e, and style are appropri	nd clarify the rela the relationships urpose, and audi eners can follow riate to purpose,	ationships between claim(s) s among complex ideas and concepts.



	By the en	d of each English lang	guage proficiency level,	an English Language Lea	rner can
ELP.9-12.10.	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	 with support (including modeled sentences), recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	 with support (including modeled sentences), use frequently occurring verbs, noun adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	 with support (including modeled sentences), use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	 use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	 use complex phrases and clauses produce and expand simple, compound, and complex sentences.
	When eng	aging in one or more of	the following content-spec	cific practices:	
	and coherent writing in which t organization, and style are app		6. Attend to precision.	SP8. Obtain, evaluate, and co	mmunicate information.

task, purpose, and audience. **EP6.** Use English structures to communicate context- specific messages.

When engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- **L.3*** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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



Grade 11-12 English Language Arts Standards Matrix

		Corresponding CCSS for ELA Standards						
	ELP Standards		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

201 | English Language Proficiency Standards | 2015



Grades 11-12 ELP Standards (with English Language Arts Correspondence)

By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.1.	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 oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	 use a developing set of strategies to: determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	 use an increasing range of strategies to: determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	 use a wide range of strategies to: determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text. 			
When engaging in one or more of the following content-specific practices:EP1. Support analyses of a range of grade-level complex texts with evidence.MP1. Make senseEP3. Construct valid arguments from evidence and critique the reasoning of others.and persetEP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.them.EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively.them.								



Literature

- **RL.2.** Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- **RL.3.** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the how characters are introduced and developed).
- **RL.7.** Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Informational Text

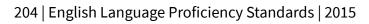
- **RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.3.** Analyze a complex set of ideas or sequence of events and explain specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- **RL.1., RI.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.



GRADE 11-12: STANDARD	2
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		By the end of e	ach En	glish language proficienc	y level, an	English Language	Learner can
LP.9-12.2.	Level 1	Level 2		Level 3	I	Level 4	Level 5
LP.9-12.2. An ELL can participate in grade- appropriate oral and written exchanges of nformation, deas, and analyses, esponding to beer, audience, or reader comments and puestions	 participate participate short conversatio nal and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	 participate in s conversational written exchan on familiar top and texts present inform and ideas respond to simple questions and wh- questions. 	in short• participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues• topicsexchanges on familiar topics, texts, and issues• build on the ideas of others• build on the ideas of others• build on the ideas express their own ideas • support points with		 Level 5 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express their own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed. 		
complex te EP5. Build upon	alyses of a range of gr exts with evidence. the ideas of others an ideas when working c	ade-level d articulate his	MP1.	e or more of the following c Make sense of problems and pers solving them. Attend to precision.	ontent-spe	cific practices: SP4. Analyze and int SP6. Construct expla	
new argu SL.1. Initiate and texts, and a. Come to other r b. Work wi c. Propel c issue;	logy, including the Int ments or information. d participate effectivel d issues, building on o d discussions prepared esearch on the topic of th peers to promote ci onversations by posin clarify, verify, or challe	ernet, to produce, p ly in a range of colla thers' ideas and exp l, having read and ro or issue to stimulate ivil, democratic disc g and responding t enge ideas and conc	boublish, borative pressing esearche a thoug cussions o questic clusions;	aligned with the following (and update individual or shared e discussions (one-on-one, in gro their own clearly and persuasive ed material under study; explicitl htful, well-reasoned exchange o and decision-making, set clear g ons that probe reasoning and ev and promote divergent and creat comments, claims, and evidence	writing produ ups, and teac ly. y draw on tha f ideas. oals and deac idence; ensur titve perspect	icts in response to ongo her-led) with diverse pa at preparation by referri dlines, and establish ino re a hearing for a full rar tives.	nrtners on grades 11–12 topics, ng to evidence from texts and lividual roles as needed. Ige of positions on a topic or





GRADE 11-12: STANDARD 3	
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	By the end of each English language proficiency level, an English Language Learner can							
ELP.9-12.3.	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	with support (including modeled sentences), communicate information about familiar texts, topics, and experiences.	 with support (including modeled sentences), deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	 with support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	 deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	 deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 			



When engaging in one or more of the following content-specific practices:								
EP1. Support analyses of a range of grade-level complex texts with evidence. MP1. Make sense of problems and SP6. Construct explanations and design								
EP2. Produce clear and coherent writing in which the development, persevere in solving them. solutions.								
organization, and style are appropriate to the task, purpose, and	MP6. Attend to precision.	SP8. Obtain, evaluate, and						
audience. communicate information.								
When engaging in tasks aligned wit	th the following Grades 11-12 ELA Star	ndards:						

W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

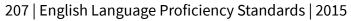
W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing



		By the end of each English language proficiency level, an English Language Learner can							
ELP.9-12.4.	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	 express an opinion about a familiar topic. 	 construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	 construct a claim about familiar top introduce the topi provide sufficient reasons or facts to support the claim provide a concluding statement. 	c o			 construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented. 		
		When engaging in on			content-specific p Construct viable				
 EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 			audience. easoning of when working	arguments and SP7. E Critique SP8. C		SP7. En SP8. Ob	Analyze and interpret data. Engage in argument from evidence. Obtain, evaluate, and communicate information.		
a. Introduce precise	upport claims i , knowledgeabl	When engaging in tasks n an analysis of substantive e claim(s), establish the sign uences claim(s), counterclai	topics or texts, using v ificance of the claim(s	alid reas), disting	oning and relevant a	nd sufficier			
 b. Develop claim(s) a manner that a c. Use words, phrase reasons, betweed. d. Establish and mai e. Provide a conclude SL.4. Present information opposing perspective informal tasks. 	and counterclai anticipates the es, and clauses en reasons and ntain a formal ling statement , findings, and es are addresse	ms fairly and thoroughly, su audience's knowledge level, as well as varied syntax to lin evidence, and between clair style and objective tone whil or section that follows from supporting evidence, convey d, and the organization, dev	pplying the most relev concerns, values, and hk the major sections on n(s) and counterclaim e attending to the nor and supports the argu ing a clear and distinc elopment, substance,	vant evide possible of the tex s. ms and c ment pre t perspec and style	biases. it, create cohesion, ar conventions of the dis esented. ctive, such that listence a are appropriate to p	d clarify th cipline in v ers can follo urpose, au	ow the line of reasoning, alternative or dience, and a range of formal and		
	el; demonstrate	independence in gathering					and listening at the college and ortant to comprehension or		





GRADE 11-	12: STANDA	RD 5
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	В	y the end of each I	English language	e proficienc	y level, an E	nglish Langua	age Learner can	
ELP.9-12.5.	Level 1 Level 2				Le	vel 4	Level 5	
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	 gather information from a few provided print and digital sources label collected information, experiences, or events. gather information from provided print and digital sources summarize data and information. 		 carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 		 carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 		 carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately. 	
	·	/hen engaging in on	e or more of the fo	llowing cont	tent-specific	practices:	•	
 EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. 				MP1. Make senseSP3. Plan andofSP6. ConstructproblemsSP8. Obtain, et			carry out investigations. explanations and design solutions. valuate, and cate information.	
LFO. USE Eligibilisti struc		n engaging in tasks			0	A Standarder		
inquiry when approved W.8. Gather relevant infor in terms of the task one source and fol W.9. Draw evidence from SL.4. Present information	ll as more sustained opriate; synthesize n mation from multip c, purpose, and audi lowing a standard fo literary or informatio , findings, and suppo	research projects to an nultiple sources on the le authoritative print ar ence; integrate informa ormat for citation. onal texts to support an orting evidence, convey	swer a question (incl subject, demonstrati ad digital sources, usi ition into the text sele alysis, reflection, and ring a clear and distin	uding a self-ge ng understand ng advanced s ectively to main I research. ct perspective,	nerated questic ling of the subje earches effectiv ntain the flow o , such that liste	on) or solve a prob ect under investiga vely; assess the str f ideas, avoiding p ners can follow the	lem; narrow or broaden the ation. engths and limitations of each source lagiarism and overreliance on any e line of reasoning, alternative or e, and a range of formal and	



	By the end of each English language proficiency level, an English Language Learner can									
ELP.9-12.6.	Level 1	Level 2	Level 3	Level 4		Level 5				
An ELL can analyze and critique the arguments of others orally and in writing	Level 1Level 2• identify a point an author or a speaker makes.• identify the main argument an author or speaker makes• identify one reason an author or a speaker gives to support the argument.		 explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	 analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 		 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis. 				
	•			llowing content-specific pract	1					
organization, an EP3. Construct valid EP4. Build and prese comparing, and	d style are approp arguments from e nt knowledge fror synthesizing idea	ng in which the development priate to task, purpose, and evidence and critique the rea m research by integrating, s from texts. d articulate their own ideas	audience. Isoning of others.	 MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. 	SP6. C d SP7. E SP8. C	Ask questions and define problems. Construct explanations and lesign solutions. Engage in argument from evidence. Obtain, evaluate, and ommunicate information.				
	iate the reasoning	g in seminal U.S. texts, incluc	ling the application	ollowing Grades 11–12 ELA Sta of constitutional principles and use in works of public advocacy (e.g., 7	of legal r	easoning (e.g., in U.S. Supreme				

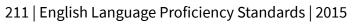
- **W.1b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **SL.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering 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									
LP.9-12.7.	Level 1		Level 3	Level 4	Level 5					
An ELL can Idapt language choices to purpose, task, and iudience when peaking and vriting	 recognize the meaning of some words learned through conversations, reading, and being read to. 	some words learned rough conversations, ading, and being read to task and audi with emerging c • use some freque		 adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content- specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	 adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content- specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	 adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content- specific words and phrases employ both formal and more informal styles effectively, as appropriate. 				
organization, a and audience	and coherent writing in which the Ind style are appropriate to the ta	e development, ask, purpose,		following content-spectrum to precision.	cific practices: SP1. Ask questions and define SP6. Construct explanations a SP8. Obtain, evaluate, and co	and design solutions.				
	When engagi	ng in tasks aligned	l with th	e following Grades 11-1	2 ELA Standards:					
specific purpose SL.6. Adapt speech to a L.6. Acquire and use a	ngthen writing as needed by plan e and audience. a variety of contexts and tasks, de ccurately general academic and s level; demonstrate independen	emonstrating comma domain-specific word	and of forr ds and phi	nal English when indicated rases, sufficient for reading,	or appropriate. writing, speaking, and listening	at the college and				



	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.8.	Level 1	Level 2		Level 3	Lev	vel 4	Level 5		
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	aids, a dev Engli affixe • det ger cor phr occ		Level 4 using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words an phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.		using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.		
		When engaging in one	or mo	re of the following cont	ent-specific	practices:			
	analyses of a range of grade-le			MP1. Make sense of prob			ons and define problems.		
EP6. Use Englis	sh structures to communicate WH	e context-specific messages ien engaging in tasks al		persevere in solvin			aluate, and communicate information.		
Literature			ignea	Informational Text		A Standards.			
figurative and word choices	e meaning of words and phrast connotative meanings; analy on meaning and tone, includi larly fresh, engaging, or beaut authors.)	vze the impact of specific ng words with multiple me	anings	including figur or uses and refin	rative, connota es the meaning	tive, and technical	is they are used in a text, including meanings; analyze how an author erms over the course of a text language No. 10).		
strategies. a. Use contex b. Identify an c. Consult ge clarify its p d. Verify the p L.5. Demonstrate a. Interpret fi b. Analvze nu	clarify the meaning of unknow at (e.g., the overall meaning of d correctly use patterns of wo neral and specialized reference recise meaning, its part of spe oreliminary determination of t understanding of figurative la gures of speech (e.g., hyperbo ances in the meaning of word	a sentence, paragraph, or rd changes that indicate di ce materials (e.g., dictionar eech, its etymology, or its st he meaning of a word or pl nguage, word relationship ole, paradox) in context and s with similar denotations.	text; a v fferent ies, glos andarc arase (e s, and r	vord's position or function meanings or parts of speec ssaries, thesauruses), both usage. .g., by checking the inferred uances in word meanings.	in a sentence) h (e.g., <i>conceiv</i> print and digita	as a clue to the me <i>e, conception, conc</i> al, to find the pront	aning of a word or phrase. <i>eivable</i>). unciation of a word or determine or		





GRADE 11-12: 9	STANDARD 9
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	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.9.	Level 1Level 2with support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topicwith support (including modeled sentences), • recount a short sequence of events in order, and • introduce an informational topic • provide one or two facts about the topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) with emerging control.		12	Level 3	Le	vel 4	Level 5		
An ELL can create clear and coherent grade- appropriate speech and text			 recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control. 	 recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control. 		 recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological orde introduce and effectively develo an informational topic with facts details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement. 			
		When engaging	z in one or r	nore of the following conte		actices:			
the deve	clear and coherent writing elopment, organization, an ate to task, purpose, and a	g in which d style are	MP1. Make them MP3. Cons	e sense of problems and perseve	ere in solving	SP7. Engage in SP8. Obtain, ev	argument from evidence. valuate, and cate information.		
reasons, b W.2c. Use appropr W.3c. Use a variety sense of m W.4. Produce clea SL.4. Present info	phrases, and clauses as we between reasons and evide riate and varied transitions of techniques to sequenc hystery, suspense, growth, ar and coherent writing in w formation, findings, and sup erspectives are addressed, i	Il as varied syntax nce, and betweer and syntax to lin e events so that to or resolution). vhich the develop porting evidence	to link the m o claim(s) and k the major s hey build on oment, organ , conveying a	ections of the text, create cohe one another to create a cohere ization, and style are appropria	e cohesion, and c sion, and clarify nt whole and bu ate to task, purpo such that listene	clarify the relations the relationships a ild toward a partic ose, and audience. ers can follow the l	among complex ideas and concepts. cular tone and outcome (e.g., a line of reasoning, alternative or		

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



	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.10.	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	 with support (including modeled sentences), recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	 with support (including modeled sentences), use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	 with support (including modeled sentences), use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple compound and a few complex sentences. 	 use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use complex ph and clauses produce and expand simple, compound, and complex sentences. use increasingly complex clauses produce and expand simple, compound, and complex sentences. 					
development, o task, purpose, a	nd coherent writing in which th organization, and style are app	ropriate to	MP6. Attend to precision.	SP8. Obtain, evaluate, and con	nmunicate information.				
	When engagir	ng in tasks aligned w	vith the following Grades 11-1	2 ELA Standards:					
a. Apply the undersb. Resolve issues of needed.L.3. Apply knowledge of	tanding that usage is a matter complex or contested usage, c	of convention, can chai onsulting references (e	and usage when writing or speaking nge over time, and is sometimes co e.g., <i>Merriam-Webster's Dictionary of</i> ifferent contexts, to make effective	ntested. English Usage, Garner's Modern A	-				

Grades 11-12 Literacy in Content Area Standards Matrix

	FLD Chan doudo	CCSS	Literacy Sta	andards	CCSS ELA 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	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

214 | English Language Proficiency Standards | 2015



Grade 11-12 ELP Standards (with Literacy in Content Area Correspondence)

GRADE 11-12: STANDARD 1

By the end of each English language proficiency level, an English Language Learner can									
ELP.9-12.1.	Level 1	Level 2	Level	;	Le	vel 4	Level 5		
An ELL can	use a very	use an emerging	use a developing	set of	use an increa	sing range of strategies	use a wio	le range of strategies	
construct meaning	limited set of	set of strategies	strategies to:		to:		to:		
from oral	strategies to:	to:	 determine the c 	entral idea	determine	two central ideas or	 determ 	nine central ideas or themes	
presentations and	 identify a few 	 identify the main 	or theme in ora		themes in o	oral presentations and	in pres	sentations and written texts	
literary and	key words	topic	presentations a	nd written	written tex	ts	 analyz 	e the development of the	
nformational text	and phrases in	 retell a few key 	texts		 analyze the 	edevelopment of the	theme	s/ideas	
through grade-	oral	details in oral	 explain how the 	theme is	themes/ide	eas	• cite sp	ecific details and evidence	
appropriate	communicatio	presentations and	developed by sp	ecific	 cite specifie 	c details and evidence	from	the texts to support the	
listening, reading,	ns and simple	simple oral and	details in the te		from the te	xts to support the	analys	is	
and viewing	oral and	written texts.	 summarize part 	of the	analysis		• summa	arize a text.	
	written texts.		text.		• summarize	a simple text.			
		When engaging in o	one or more of the	following	ontent-speci	fic practices:			
 EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizi EP5. Build upon the ideas of others and articulate their own ideas when working collaborations and articulate their own ideas when working collaborations and articulate their own ideas when working collaborations are constructed. 					from texts. MP1. Make sense of proat and persevere in them.			SP1. Ask questions and define problems.	
	When engage	ging in tasks aligned v	with the following			n Content Area Standa	rds:		
	n specific details to ar	n understanding of the te	xt as a	RST.1 Cite tech and to any g	inical texts, atte aps or inconsis	l evidence to support analy ending to important distinc tencies in the account.	tions the a	author makes whole.	
RH.2 Determine the cent accurate summary		relationships among the k	-	com	plex concepts,	tral ideas or conclusions of processes, or information p in simpler but still accurate	presented		
RH.3 Evaluate various ex best accords with te matters uncertain.		s or events and determine owledging where the text		expe	eriments, takin	omplex multistep procedur g measurements, or perforr c results based on explanati	ning techr	nical tasks; leaves	
or solve a problem.	titatively, as well as in	words) in order to addre	ess a	dive in o	rse formats and rder to address	uate multiple sources of inf d media (e.g., quantitative o a question or solve a probl	lata, video em.	o, multimedia) question	
	sources of informatio					ally) in order to make infori	med decis	ions and solve	

215 | English Language Proficiency Standards | 2015



Department of Education & Workforce

GRADE 11-12: ST	FANDARD 2
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		By the end of each E	nglish language proficien	cy level, aı	n English Language	Learner can
LP.9-12.2.	P.9-12.2. Level 1 Level 2 Level 3		Level 3		Level 4	Level 5
LP.9-12.2.Level 1Level 2n ELL can articipate in rade- appropriate ral and written cchanges of formation, ideas, nd analyses, esponding to eer, audience, or eader comments nd questions• participate in short conversatio nal and written exchanges on familiar topics• participate in short conversation and written exchanges on familiar topics• participate in short conversatio nal and written exchanges on familiar topics• participate in short conversational and written exchanges on familiar topics and texts• present information erespond to simple yes/no questions and some wh- questions.• participate in short conversational and written exchanges on familiar topics and texts		 participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others build on the ideas of others express their own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. su 		on the ideas of s their own ideas	 Level 5 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express their own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support their ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed. 	
evidence. EP5. Build upon		When engaging in o rade-level complex texts v ad articulate their own idea	persevere in solvin	lems and g them.	SP4. Analyze and inte SP6. Construct expla	erpret data. nations and design solutions. e, and communicate information.
new arg SL.1* Initiate and texts, and a. Come t	nology, including the Iu guments or informatio participate effectively I issues, building on ot to discussions prepare research on the topic	nternet, to produce, publis n. 'in a range of collaborative hers' ideas and expressing d, having read and researc or issue to stimulate a tho	with the following Grades 11 h, and update individual or share discussions (one-on-one, in gro their own clearly and persuasive thed material under study; explic ughtful, well-reasoned exchange ns and decision-making, set clea	ed writing pro ups, and teach ely. itly draw on tl of ideas.	ducts in response to ong ner-led) with diverse part hat preparation by referr	oing feedback, including ners on grades 11–12 topics, ing to evidence from texts and



GRADE	11-12:	STANDARD 3	
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	Byt	he end of each English lan	guage proficiency level, a	an English Language Lea	rner can
ELP.9-12.3.	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	 with support (including modeled sentences), communic ate informatio n about familiar texts, topics, and experiences. 	 with support (including modeled sentences), deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	 with support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events. 	 deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events. 	 deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.
	alyses of a range of grade-le	When engaging in one or mo	re of the following content-s		nations and design solutions.
	ear and coherent writing in w n, and style are appropriate		them. MP6. Attend to precision.		
 a. Intro whol b. Deve and c. Use v and d. Use p conv e. Provisigni SL.4* Present informal 	Formative/explanatory texts, iduce a topic and organize co le; include formatting (e.g. elop the topic thoroughly by examples appropriate to the varied transitions and senter concepts. precise language, domain-sp rey a knowledgeable stance ide a concluding statement ficance of the topic). Formation, findings, and sup perspectives are addressed, a tasks.	ng in tasks aligned with the for including the narration of historia complex ideas, concepts, and infor , headings), graphics (e.g., figures selecting the most significant and he audience's knowledge of the to nee structures to link the major se pecific vocabulary and techniques e in a style that responds to the d or section that follows from and s porting evidence, conveying a cle and the organization, development studies and science/technical sub	cal events, scientific procedures/ mation so that each new elemer , tables), and multimedia when u I relevant facts, extended definit opic. ctions of the text, create cohesic such as metaphor, simile, and a iscipline and context as well as to upports the information or expla ar and distinct perspective, such nt, substance, and style are appro-	experiments, or technical proc at builds on that which precede useful to aiding comprehension ions, concrete details, quotatic on, and clarify the relationships nalogy to manage the complex o the expertise of likely readers anation provided (e.g., articulat that listeners can follow the lin	esses. s it to create a unified n. ns, or other information among complex ideas ity of the topic; i. ing implications or the ne of reasoning, alternative or



GRADE 11-12: STANDARD 4

By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.4.	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	• express an opinion about a familiar topic.	 construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	 construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	 construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	of topics • introduc • distingu • provide reasons and to re • provide	 construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter- claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented. 		
		When engaging	in one or more of the follow	ing content-specific praction	ces:			
When engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. MP3. Construct viable arguments from evidence and critique the reasoning of others. SP4. Analyze and interpret data. EP3. Build upon the ideas of others and articulate their own ideas when working collaboratively. MP6. Attend to precision. SP4. Analyze and interpret data. EP6. Use English structures to communicate context-specific messages. MP6. Attend to precision. SP8. Obtain, evaluate, and communicate information. WHST.1 Write arguments focused on discipline-specific content. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitation: of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the prespective, such that listeners can follow the line of reasoning, alternative or opposing lestatement or section t								



GRADE 11-12:	STANDARD 5
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		By the end of ea	och English language prof	icienc	y level, an Englis	sh Language	e Learner can
ELP.9-12.5.	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	 gather information from a few provided print and digital sources label collected information, experiences, or events. 	 gather information from provided print and digital sources summarize data and information. 	 carry out short research projeto answer a question gather information from mulprovided print and digital sources evaluate the reliability of each source paraphrase key information is a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	tiple h	 carry out both shamore sustained reprojects to answer question gather and synthetinformation from print and digital s use search terms effectively evaluate the reliaeach source integrate information organized oral or report cite sources approximation 	esearch er a multiple cources bility of tion into an written	 carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
			ging in one or more of the fol				
EP4. Build and s EP5. Build collal	and present knowled ynthesizing ideas fror upon the ideas of oth poratively.	lge from research by in n texts.	ex texts with evidence. tegrating, comparing, r own ideas when working pecific messages.		Make sense of problems and persevere in solving them.	SP6. Constru SP8. Obtain,	d carry out investigations. uct explanations and design solutions. evaluate, and nicate information.
inqu WHST.8 Gath each plagi WHST.9 Draw SL.4* Present opposin informal	luct short as well as m iry when appropriat er relevant informatic source in terms of arism and overrelia vevidence from inform information, findings g perspectives are ado tasks.	nore sustained researc te; synthesize multiple on from multiple author the specific task, purpo- noce on any one source mational texts to suppo- and supporting evide dressed, and the organ	sources on the subject, demonst ritative print and digital sources, ose, and audience; integrate infor and following a standard forma ort analysis, reflection, and resea	includin trating u using a mation t for cita rch. ct persp	g a self-generated qu nderstanding of the s dvanced searches eff into the text selective tion. ective, such that liste	estion) or solve subject under ir ectively; assess ely to maintain eners can follow	e a problem; narrow or broaden the nvestigation. the strengths and limitations of the flow of ideas, avoiding the line of reasoning, alternative or



GRADE 11-12: STANDARD 6

		By the end of each E	inglish languag	e profic	iency level, an English L	angu	age Learner can
.P.9-12.6.	Level 1	Level 2	Level 3		Level 4		Level 5
n ELL can alyze and tique the guments of hers orally d in writing .	 identify a point an author or a speaker makes. 	 identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the reas author or a spea gives to suppor claim cite textual evid to support the analysis. 	lker t a	 analyze the reasoning and of rhetoric in persuasive ter or speeches, including documents of historical an literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	xts	 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.
		When engaging in	one or more of tl	ne follov	ı ving content-specific pract	ices:	
 EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate their own ideas when working collaboratively. 		persevere in solving them. SP MP3. Construct viable arguments and critique SP		SP6. SP7.	Ask questions and define problems. Construct explanations and design solutions. Engage in argument from evidence. Obtain, evaluate, and communicate information.		
L		engaging in tasks aligned			es 11–12 Literacy in Conter	t Area	Standards:
or challengi VHST.1b Develo of bc SL.3* Evaluate a s and tone t	author's premises, ng them with other p claim(s) and cour oth claim(s) and cou peaker's point of vi used.	nterclaims fairly and thoroug unterclaims in a discipline-ap	roborating RST.8 hly, supplying the m propriate form that idence and rhetoric	B Evaluate verifying other sost releva anticipat , assessin	g the data when possible and co sources of information. ant data and evidence for each es the audience's knowledge le g the stance, premises, links an	while p while p vel, co nong id	onclusions in a science or technical text, rating or challenging conclusions with ointing out the strengths and limitations ncerns, values, and possible biases. eas, word choice, points of emphasis, and listening at the college and



GRADE 11-12: STANDARD 7

	By the	By the end of each English language proficiency level, an English Language Learner can								
LP.9-12.7.	Level 1	Level 2	Level 3	Level 4	Level 5					
An ELL can adapt language choices to ourpose, task, and audience when speaking and writing	 recognize the meaning of some words learned through conversations, reading, and being read to. 	 adapt language choices to task and audience with emerging control use some frequently occurring general academic and content- specific words in conversation and discussion. 	 adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content- specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	 adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content- specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	 adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content- specific words and phrases employ both formal and more informal styles effectively, as appropriate 					
organization, and audience.	nd coherent writing in whic nd style are appropriate to t uctures to communicate co	the development, MP the task, purpose,	6. Attend to precision.	SP1. Ask questions and defineSP6. Construct explanations aSP8. Obtain, evaluate, and cor	nd design solutions.					
	When engaging in ta	asks aligned with the follo	wing Grades 11-12 Literacy i	n Content Area Standards:						
a specific pur SL.6* Adapt speech to a L.6* Acquire and use a career readines expression.	rpose and audience. a variety of contexts and tas iccurately general academi ss level; demonstrate indep	sks, demonstrating command o c and domain-specific words a	, rewriting, or trying a new approa of formal English when indicated nd phrases, sufficient for reading, ary knowledge when considering a	or appropriate. writing, speaking, and listening	at the college and					



GRADE 11-12:	STANDARD 8
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	By the end of each English language proficiency level, an English Language Learner can								
ELP.9-12.8.	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 textrelying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.using context, visual aids reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.using context, visual aids reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.		 using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root 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, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.		 using context, complex visual aids, reference materials, and consistent knowledge of English morphology, determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events. 				
	When a	engaging in one or more	of the following content-s	pecific p	practices:				
	s of a range of grade-level com ctures to communicate context	plex texts with evidence.	MP1. Make sense of problems a persevere in solving them	and	SP1. Ask questions and	define problems. nd communicate information.			
including analy context over t Determine or cla of strategies. a. Use context b. Identify and c. Consult gen determine d. Verify the pr	meaning of words and phrases zing how an author uses and re the course of a text (e.g., how M arify the meaning of unknown (e.g., the overall meaning of a correctly use patterns of word eral and specialized reference or clarify its precise meaning, reliminary determination of the	as they are used in a text, fines the meaning of a key to ladison defines faction in Feo and multiple-meaning words sentence, paragraph, or text changes that indicate differe materials (e.g., dictionaries, its part of speech, its etymol e meaning of a word or phras	erm words and phra deralist No. 10). relevan s and phrases based on grades i ; a word's position or function i ent meanings or parts of speech glossaries, thesauruses), both p logy, or its standard usage. e (e.g., by checking the inferred	meaning ases as th t to grad 11–12 rea in a sente h (e.g., co print and	g of symbols, key terms, an ney are used in a specific se es 11–12 texts and topics. ading and content, choosin ence) as a clue to the mear onceive, conception, conce digital, to find the pronun	d other domain-specific cientific or technical ng flexibly from a range ning of a word or phrase. eivable). ciation of a word or			
a. Interpret figu b. Analyze nuan	derstanding of figurative langu res of speech (e.g., hyperbole, ces in the meaning of words w iteracy in history/social studies	paradox) in context and analy	yze their role in the text.						



GRADE 11-12: STANDARD) 9
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ELP.9-12.9. Level 1 Level 2			inglish language proficiency Level 3	Level 4		Level 5	
An ELL can create clear and coheren t grade- appropr iate speech and text 	with support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	 with support (including modeled sentences), recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., first, next, because) with emerging control. 	 recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example, as a result</i>) provide a conclusion with developing control. 	 Level 4 recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control. 		 Level 5 recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement. 	
		When engaging	in one or more of the following	g content-specific pr	actices:		
the	duce clear and coherent development, organiza ropriate to task, purpos	writing in which tion, and style are e, and audience.	MP1. Make sense of problems and persevere in solving them.MP3. Construct viable arguments and critique reasoning of others.		SP7. Engage in argument from evidence.SP8. Obtain, evaluate, and communicate information.		
	When e	ngaging in tasks align	ed with the following Grades 1	1-12 Literacy in Con	tent Area Sta	ndards:	
anc WHST.2c Use	l reasons, between rea varied transitions and s	sons and evidence, and b entence structures to link	tax to link the major sections of the etween claim(s) and counterclaims the major sections of the text, crea lopment, organization, and style ar	te cohesion, and clarify	the relationship	os among complex ideas and concepts.	

SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

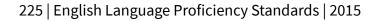


D 0-12 10	Level 1	Level 2			n English Language Lea Level 4	Level 5
LP.9-12.10. In ELL can nake accurate use f standard English o communicate in rade-appropriate peech and vriting	Level 1Level 2with support (including modeled sentences),with support (including modeled sentences),• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions• use frequently occurring verbs, adjectives, adve prepositions, and conjunctions• understand and respond to simple questions.• use frequently occurring verbs, adjectives, adve prepositions, and conjunctions		sentences), • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses		 use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	 use complex phrases and clauses produce and expand simple, compound, and complex sentences.
development, o task, purpose, ar	d coherent writing in which the rganization, and style are appr	e opriate to		following content-specient of the precision.	ific practices: P8. Obtain, evaluate, and con	nmunicate information.
a. Apply the und b. Resolve issue	When engaging in tasks mmand of the conventions of s derstanding that usage is a mat s of complex or contested usag	standard English gram ter of convention, car	nmar and n change o	usage when writing or speak over time, and is sometimes	contested.	
needed. L.3* Apply knowledg more fully whe	e of language to understand ho en reading or listening. iteracy in history/social studies	ow language functions	s in differe	ent contexts, to make effectiv		



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^wts*, "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).

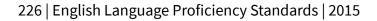
Descriptive sentences: Sentences in which the speaker/writer is able to describe or paint an exact picture in the listener's or reader's mind of what the speaker/writer wants to convey. Unlike a simple sentence (e.g., "The cat ran"), a descriptive sentence uses adjectives and adverbs as well as complex 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 http://www.insidemathematics.org/index.php/commmon-core-math-intro.

- **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*⁷ 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 forms⁸ might look like as English language learners gain proficiency with the strategic set of language functions⁹ 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:

⁹ 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



⁷ 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.

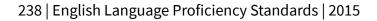
⁸ As used in the English Language Proficiency Standards, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

- 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 vocabulary¹⁰ 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



¹⁰ Referred to as the "word" level in Bailey & Heritage, 2008; Bailey, et al., (2013).
239 | English Language Proficiency Standards | 2015

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	Related events, ideas,	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	 Short sentences 	supporting details	 Related paragraphs on grade- 	elaborated explanation)	in receiving or providing
produced?	composed	 Multiple, related, 	appropriate content-area	 Multiple paragraphs 	an elaborated
	of simple or	simple sentences	texts	containing a variety of	explanation}
	predictable phrases	containing content	Developing application of an	sentences on grade-	 Multiple paragraphs,
	or	area descriptions in	increasing range of temporal and	appropriate content-area	chapters, and essays on
	sentences	grade-appropriate	linking words and phrases to	text	grade-appropriate
	Limited (i.e., initial)	text or word problems	connect and organize events, ideas, and opinions	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	 Verb tenses such as 	structures including:	occurring complex sentence	complex sentence structures	variety of sophisticated
structure (clause) or	present, present	 Verb tenses such as 	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	 Verb tenses such as
	(going to), simple	simple future	 Modifiers such as 	 Modifiers such as phrases 	passive voice and
	past	 Modifiers such as 	subordinating conjunctions,	and clauses within a	subjunctive
	 Modifiers such as 	frequently occurring	and prepositional phrases	sentence (recognizing and	 Modifiers such as
	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,	 Expanded simple, 	(recognizing and
	commands, some		dependent, relative, and	compound, and	
			adverbial) across content areas	P	



Vocabulary Level What is the range and specificity of words, phrases, and expressions used?	 wh-questions, declaratives) Common social and instructional patterns or forms A limited (i.e., initial) range of simple vocabulary including: Very frequently occurring words and phrases (everyday terms, cognates, and 	Repetitive phrases and sentence patterns across content areas A simple vocabulary including: • Frequently occurring words and phrases • One to two forms of words and phrases based on specific	A developing vocabulary including: • Words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms,	complex sentence patterns characteristic of content areas A wider vocabulary including: • An increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • Multiple meanings of	correcting misplaced and dangling modifiers) A wide range of idiomatic and unique sentence patterns characteristic of content areas A wide vocabulary including: • A larger proportion of vivid, less frequently occurring words and phrases • Precise derivations of
	 clear, easily demonstrated referents) A small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words Frequently occurring pronouns used with initial control (and occasional misapplications) Nonverbal communication 	social, instructional, and general terms, cognates, and expressions across content areas • Frequently occurring pronouns used with increasing precise control A few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form	 An emerging awareness of how to create new words from familiar words (i.e., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple meaning words Relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>) Transparent idioms with developing grammatical complexity 	 contexts, such as specific and technical content- related terms, cognates, and expressions and some content-specific collocations An increasing number of intensive pronouns to add emphasis to a statement (e.g., myself, ourselves) Semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity 	 regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language Precise use of intensive pronouns Opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity



A NOTE ON TABLES 1 AND 2

The Levels 1-5 descriptors in Table 1 and Table 2 describe targets for English language learner performance by the end of each English language proficiency level. However, students may demonstrate a range of abilities within and across each English language proficiency level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within English language proficiency levels are based upon English language learners' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1-5 descriptors describe proficiency at the end of each English language proficiency level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, English language learners may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, English language learner status is a temporary status, an English language proficiency level does not categorize a student (e.g., "a Level 1 student"), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

A NOTE ON SCAFFOLDING

While many English language proficiency standards' proficiency level descriptors include references to scaffolding, the proficiency level descriptors shown in this document do not include reference to scaffolding in relation to English language proficiency levels. As outlined in Guiding Principle 4 of the English Language Proficiency Standards, it is recommended that scaffolding should not be framed only as support to be provided to English language learners with lower levels of English language proficiency, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of English language proficiency. Guiding Principle 4 states:

English language learners at all levels of English language proficiency should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. *The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.* (CCSSO, 2013, p. 4)



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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