Overview

The **Grades 6–8** English Language Proficiency (ELP) Standards contain 10 standards designed to facilitate development in the English language proficiency needed by students as they develop competence in the disciplinary (i.e., subject-specific) practices associated with English language arts, mathematics, and science. The ELP Standards move beyond the traditional focus of listening, speaking, reading, and writing as discrete skills. They emphasize using these skills to develop communicative competence during individual, paired, small-group, and whole-group activities that involve directions, conversations, explanations, presentations, problems, demonstrations, text, visual support (e.g., pictures and illustrations), multimedia (e.g., video clips, audio clips, and Flash files), and other digital forms. The ELP standards address the question: **"What does it look like when English language learners (ELLs) use language effectively as they progress toward independent participation in grade-appropriate activities?"**

For the purposes of clarity, the standards are organized into four categories:
- **Receptive** Language Standards (listening and reading)
- **Productive** Language Standards (speaking and writing)
- **Interactive** Language Standards (coordinated use of receptive and productive language)
- **Linguistic** Standards (English structures)

Design Features of the Standards and Descriptors

- The 10 standards are designed for use both in English language development classes and content-area classes.

- While each ELP level includes a range of abilities, the descriptors shown in this document describe what ELLs can do by the *end* of each ELP level, and address social and academic uses of language. The student's ability to demonstrate proficiency will depend on context and content-area focus. The student's designated ELP level therefore represents a typical current performance level, not a fixed state.

- The 10 standards should not be considered mutually exclusive. Instead, they are interlocking pieces to be used in combination or separately.

- A single ELP level is not equivalent to one year of English language development class. In general, ELLs, especially younger ELLs, tend to progress more rapidly through the beginning ELP levels (levels one and two) than they do through the intermediate and advanced ELP levels (levels three and four, and level five, respectively).

- Each standard describes *functions* (what the student "does" with language) and *forms* (the language structures the student uses to communicate). The table below describes the *forms* of each language proficiency level (i.e., 1–5). In order to maintain concision, there are instances when *forms* are not included in the standards' proficiency level descriptors on the following pages. If needed, the proficiency level descriptors can be used to show *how* the student is carrying out the knowledge, skills, or ability described in each standard.

By the end of each English language proficiency level, the ELL will be able to demonstrate the knowledge, skill, or ability described in the standard,				
1	2	3	4	5
using gestures, a few frequently occurring words, simple phrases, and formulaic expressions.	using frequently occurring words and phrases, and a few idiomatic expressions.	using frequently occurring words and phrases, and an increasing number of idiomatic expressions.	using words, phrases, idiomatic expressions, and simple and compound sentences.	using a variety of words, phrases, idiomatic expressions, and simple, compound and complex sentences.

Grades 6–8 English Language Proficiency Standards

We believe that . . .

1. ELLs have the same potential as native speakers of English to complete cognitively complex tasks. Regardless of ELP level, all ELLs need access and exposure to challenging, grade-appropriate content and language. (Grade-appropriate is defined by the content area standards for that respective grade.)

2. ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable developmental step as they develop grade-appropriate language capacities, particularly those that involve discipline-specific terminology and registers. The kind and intensity of the scaffolding provided will depend on each student's ability to undertake that *particular* task independently.

3. ELP Standards can be specifically designed to leave room for teachers, curriculum developers, and states to determine how they should be reached and what additional topics should be addressed; thus, these standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication, expressive communication, or the teaching of grammar.

4. ELLs with limited or interrupted formal education should have access to targeted support that allows them to develop foundational literacy skills in an accelerated time frame. Educators can refer to the Common Core State Standards (CCSS), Reading Standards: Foundational Skills (K-5), for this purpose.

5. ELLs with disabilities can benefit from English language development services. Educators should be aware that these students may make progress in learning English according to slightly different paths, but that they still may make progress.

6. ELL's social, cultural, and linguistic background knowledge and resources can be used as a resource to help ELLs develop the social, cultural, and linguistic competencies required for effective communication in English.

7. Relevant and strategic technology and multimedia tools, aligned to these standards, should be integrated into the design of curriculum, instruction, and assessment for ELLs. (See EP7 and MP5 in the Venn diagram below.)

Correspondence with English Language Arts & Literacy, Math, and Science

To address the unique disciplinary *language* needs of each content area, the 10 ELP standard statements were constructed in correspondence with the *Standards for Practice* found in the Common Core and Next Generation standards.

The Venn diagram to the right depicts the relationships and convergences among the *student actions* addressed by the Standards of Practices. For example, the central overlap between the three circles highlights the central role of evidence in the Standards. [See "Found in" notes to right for information on sources for this diagram.]
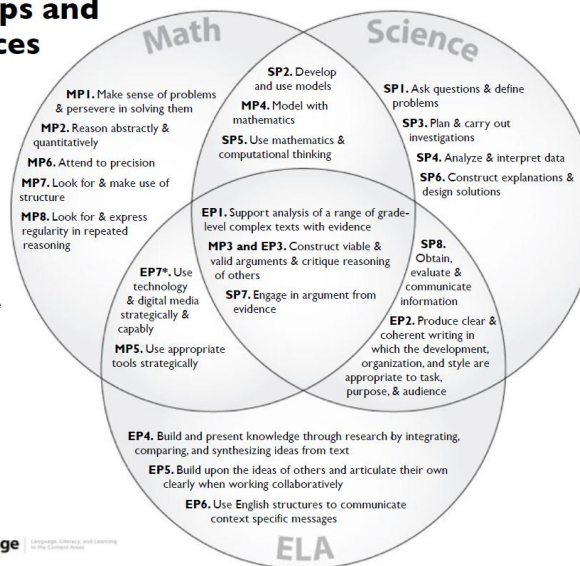
The ELP standards shown on subsequent pages address the types of *language proficiency* ELLs need as they engage in these Practices (and therefore, may show slightly different groupings of Practices with each ELP standard than those groupings shown in the Venn diagram to the right).

"By explicitly calling attention to these Practices, state ELP standards [are designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, ELPD Framework, 2012, p. 16).

Relationships and Convergences

Found in:
1. CCSS-Mathematics (practices)
2a. CCSS-ELA/Literacy (student capacity)
2b. ELPD Framework (ELA practices-defined)
3. NGSS (science & engineering practices)

Notes:
1. MP1-MP8 represent CCSS Mathematical Practices (p.6-8).
2. SP1-SP8 represent NGSS Science & Engineering Practices.
3. EP1-EP6 represent CCSS ELA "Practices" as defined by the ELPD Framework (p.11).
4. EP7* represents CCSS ELA student "capacity" (p.7).

MP1. Make sense of problems & persevere in solving them
MP2. Reason abstractly & quantitatively
MP6. Attend to precision
MP7. Look for & make use of structure
MP8. Look for & express regularity in repeated reasoning

SP2. Develop and use models
MP4. Model with mathematics
SP5. Use mathematics & computational thinking

SP1. Ask questions & define problems
SP3. Plan & carry out investigations
SP4. Analyze & interpret data
SP6. Construct explanations & design solutions

EP1. Support analysis of a range of grade-level complex texts with evidence
MP3 and EP3. Construct viable & valid arguments & critique reasoning of others
SP7. Engage in argument from evidence

SP8. Obtain, evaluate & communicate information
EP2. Produce clear & coherent writing in which the development, organization, and style are appropriate to task, purpose, & audience

EP7*. Use technology & digital media strategically & capably
MP5. Use appropriate tools strategically

EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text
EP5. Build upon the ideas of others and articulate their own clearly when working collaboratively
EP6. Use English structures to communicate context specific messages

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DRAFT:7-28-13 by Tina Cheuk

Grades 6–8 English Language Proficiency Standards

Use this Map to identify a Practice and its corresponding ELP standard. Click on the ELP Standard number to go to the standard.

Practices	ELP Standards									
ELA/Literacy "Practices"[1] (EP) correspondence with . . .	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
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 task, purpose, and audience.			●	●	●			●	●	●
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.		●					●	●		
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.		●			●	●	●	●		
EP6. Use English structures to communicate context-specific messages.	●			●	●		●		●	●

Practices	ELP Standards									
Mathematics Practices (MP) correspondence with . . .	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
MP1. Make sense of problems and persevere in solving them.	●		●			●	●	●		●
MP2. Reason abstractly and quantitatively.				●						
MP3. Construct viable arguments and critique the reasoning of others.		●				●		●		●
MP4. Model with mathematics.			●							
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.			●	●	●	●			●	●
MP7. Look for and make use of structure.	●		●			●	●		●	●
MP8. Look for and express regularity in repeated reasoning.							●	●		

Practices	ELP Standards									
Science Practices (SP) correspondence with . . .	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
SP1. Ask questions and define problems.	●	●		●			●			
SP2. Develop and use models.			●			●				
SP3. Plan and carry out investigations.							●			
SP4. Analyze and interpret data.					●	●				
SP5. Use mathematics and computational thinking.					●	●	●			
SP6. Construct explanations and design solutions.			●	●		●	●	●		
SP7. Engage in argument from evidence.					●			●		●
SP8. Obtain, evaluate, and communicate information.	●		●	●	●	●	●	●	●	●

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[1] 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 does not explicitly identify key practices and core ideas). (CCSSO ELPD Framework, 2012, p. 16)

Grades 6–8 English Language Proficiency Standards

Receptive Language Standards
ELLs need to develop grade-appropriate competence in using English to construct meaning found in oral and written discourse.

Standard 1.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and 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 and visual aids (including picture dictionaries).	determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, and reference materials.	determine the meaning of general academic and subject-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and a basic knowledge of morphology (e.g., affixes, roots, and base words).	determine the meaning of general academic and subject-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 an increasing knowledge of morphology.	determine the meaning of general academic and subject specific words and phrases and (including the figurative and connotative meanings) of idiomatic expressions(including the figurative and connotative meanings and general academic and subject-specific words and phrases in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

as the student engages in one or more of the following discipline-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP6. Use English structures to communicate context-specific messages.

MP1. Make sense of problems and persevere in solving them.
MP7. Look for and make use of structure.

SP1. Ask questions and define problems.
SP8. Obtain, evaluate, and communicate information.

Standard 2.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . extract evidence from grade-appropriate oral presentations and literary and informational text through close listening or reading . . .	identify a few key words and phrases in oral communications and simple written texts.	identify the main topic and retell a few key details in oral communications and simple written texts.	determine the central idea or theme in simple oral presentations or written text and explain how it is supported by specific details, and summarize part of the text.	determine two or more central ideas or themes in oral presentations or written text and tell how they are supported by specific textual details, and summarize a simple text.	determine the central idea or theme in oral presentations or written text and explain how it is developed by supporting ideas or evidence, and summarize a text.

as the student engages in one or more of the following discipline-specific practices:

Comment [o1]: Level 4 appears more complex than 5. Why are there two central ideas in level 4 versus one in level 5. Why does it say "specific textual details" versus "supporting ideas?" Levels 4 and 5 seem reversed?????

Comment [o2]: Why did this switch away from "explain" to "tell how" and then back again in level 5?

Grades 6–8 English Language Proficiency Standards

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

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

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

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

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

SP1. Ask questions and define problems.

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Grades 6–8 English Language Proficiency Standards

Productive Language Standards

ELLs need to develop grade-appropriate competence in using English to produce meaningful speech acts and/or written documents.

Standard 3.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	communicate simple information about familiar topics and experiences, using a few frequently occurring words and phrases, formulaic expressions, and drawings, illustrations, and other visual aids.	compose short oral or written narratives or informational texts about familiar topics, experiences, or events, using frequently occurring words and phrases and some simple modeled sentences.	compose short oral or written narratives or informational texts about familiar topics and experiences, developed with some details, using simple and some compound sentences and a few general academic and subject-specific words and phrases.	compose oral or written narratives or informational texts about a variety of topics and experiences, developed with some specific details, using simple, compound, and some complex sentences and some general academic and subject-specific words and phrases.	compose oral or written narratives or informational texts about a variety of topics and experiences, developed with relevant details, ideas, or information, using a variety of simple, compound, and complex sentences and general academic and subject-specific words and phrases.

as the student engages in one or more of the following discipline-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.
MP1. Make sense of problems and persevere in solving them.

MP4. Model with mathematics.
MP6. Attend to precision.
MP7. Look for and make use of structure.
SP2. Develop and use models.

SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

Standard 4.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . adapt language choices to purpose, task, and audience when speaking or writing . . .	recognize that different social and academic contexts require the use of different words, and recognize a few general academic words in conversations and discussions.	adapt language choices according to purpose, task, and audience, and begin to use a limited number of general academic and subject-specific words and phrases in conversations and discussions.	adapt word choices and style according to purpose, task, and audience, with developing ease; and use some general academic and subject-specific words and phrases in speech and short written texts.	adapt word choices and style according to purpose, task, and audience, with increasing ease; use an increasing number of general academic and subject-specific academic words and phrases and maintain consistency in style and tone throughout most of oral or written text.	adapt word choices and style according to purpose, task, and audience with ease; use a large number of general academic and subject-specific academic words to express ideas precisely and maintain an appropriate and consistent style and tone throughout an oral or written text.

as the student engages in one or more of the following discipline-specific practices:

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

MP2. Reason abstractly and quantitatively.
MP6. Attend to precision.
SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

Comment [o3]: We prefer "word" instead of language (or vice versa) across levels. Also, why isn't "style" part of level 2? What does "style" mean exactly? What does "tone" mean? What about "voice?"

Grades 6–8 English Language Proficiency Standards

Standard 5.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . construct a grade-appropriate oral or written claim and support it with reasoning and evidence . . .	express an opinion about familiar topics, using targeted vocabulary, ~~a few frequently occurring words and formulaic expressions~~and sentence starters/frames.~~.~~	construct a claim about familiar topics and give a reason to support the claim, using frequently occurring words, phrases, and modeled sentences.	construct a claim about familiar topics: introduce the topic and provide several supporting reasons or facts in a logical order, using simple and compound sentences and some general academic and subject-specific words.	construct a claim about a variety of topics: introduce the topic, provide ~~sufficient~~ logically ordered arguments ~~reasons~~ or facts to support the claim, and provide a concluding sentence, using a variety of sentence~~s~~ structures and some general academic and subject-specific words.	construct a claim about a variety of topics: introduce the topic, provide compelling and logically ordered ~~reasons~~ arguments or facts that effectively support the claim, and provide a concluding section, using a variety of sentence~~s~~ structures and general academic and subject-specific words.

as the student engages in one or more of the following discipline-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EP3. Construct valid arguments from evidence and critique the reasoning of others.
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.
EP6. Use English structures to communicate context-specific messages.

MP3. Construct viable arguments and critique reasoning of others.
MP6. Attend to precision.

SP4. Analyze and interpret data.
SP5. Use mathematical and computational thinking.
SP7. Engage in argument from evidence.
SP8. Obtain, evaluate, and communicate information.

Interactive Language Standards
ELLs need to develop grade-appropriate competence in using English to actively participate in classroom activities.

Standard 6.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**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, presenting information and responding to basic yes/no questions.	participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to basic yes/no and ~~wh-~~ where, when, what, and who, (maybe move why and how to higher levels) questions.	participate in conversations, discussions, and written exchanges about a variety of topics and texts;~~ build~~ express one's own ideas and build on the ideas of others ~~on the ideas of others and express his or her own~~; ask and answer relevant questions~~,~~; and add relevant information.	participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues express one's own ideas and build on the ideas of others; ~~build on the ideas of others and express his or her own~~; ask and answer relevant questions; add relevant information and evidence; and paraphrase the key ideas expressed.	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues express one's own ideas and build on the ideas of others ~~; build on the ideas of others and express his or her own clearly~~; pose and respond to relevant questions; add relevant and specific evidence; and summarize and reflect on the key ideas expressed.

as the student engages in one or more of the following discipline-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP5. Build upon the ideas of others and

MP1. Make sense of problems and persevere in solving them.
MP6. Attend to precision.
MP7. Look for and make use of structure.

SP2. Develop and use models.
SP4. Analyze and interpret data.
SP5. Use mathematical and computational thinking.

articulate his or her own ideas when working collaboratively.

MP8. Look for and express regularity in repeated reasoning.

SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

Standard 7.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . research and/or obtain, evaluate, and communicate grade-appropriate oral and written information in a clear and effective response to a defined task and purpose . . .	gather information from a few provided sources and label collected information, using a few frequently occurring words, formulaic expressions, diagrams and illustrations, or other graphic forms.	gather information from provided sources and record some data and information, using frequently occurring words and phrases and modeled sentences, with labeled illustrations, diagrams, or other graphic forms.	gather information from multiple ~~provided~~ print and digital sources and summarize or paraphrase observations, ideas, and information, using modeled sentences and simple sentences, with labeled illustrations, diagrams, or graphic organizers; and cite sources.	gather information from multiple print and digital sources, using search terms effectively; quote or paraphrase the data and conclusions of others, using a variety of sentence types and charts, diagrams, graphic organizers, or other graphics; and cite sources, using a standard format for citation.	gather information from multiple print and digital sources, using search terms effectively; ~~(at Grade 8)~~ evaluate the credibility of each source; quote or paraphrase the data and conclusions of others, using a variety of sentence types, and charts, diagrams, graphic organizers, or other graphics; and cite sources, using a standard format for citation.

as the student engages in one or more of the following discipline-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence.
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

EP6. Use English structures to communicate context-specific messages.
MP1. Make sense of problems and persevere in solving them.
MP7. Look for and make use of structure.
MP8. Look for and express regularity in repeated reasoning.

SP3. Plan and carry out investigations.
SP5. Use mathematical and computational thinking.
SP6. Construct explanations and design solutions.
SP8. Obtain, evaluate, and communicate information.

Standard 8.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . analyze and critique the arguments of others orally and in writing . . .	identify a point an author or a speaker makes, using a few frequently occurring words and phrases.	identify the main argument and one reason an author or a speaker gives to support the argument, using frequently occurring words, phrases, and formulaic expressions.	explain the argument an author or a speaker makes and distinguish between claims that are supported by reasons and evidence from those that are not, using mostly simple and a few compound sentences and using some academic and subject-specific words and phrases.	analyze the argument and specific claims in texts or speech, determining whether the evidence is sufficient to support the claims, and cite textual evidence to support the analysis, using a variety of simple and compound sentences and using some academic and subject-specific words and phrases.	analyze and evaluate the argument and specific claims in texts or speech/presentations, determining whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; and cite textual evidence to support the analysis, using a variety of sentence types and general and subject-specific vocabulary.

as the student engages in one or more of the following discipline-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
EP3. Construct valid arguments from evidence and critique the reasoning of others.
EP4. Build and present knowledge from research by

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.
MP1. Make sense of problems and persevere in solving them.
MP3. Construct viable arguments and critique reasoning of others.

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

integrating, comparing, and synthesizing ideas
from texts.

Linguistic Standards

ELLs need to develop grade-appropriate competence in using English to build awareness in how English is structured and organized. By focusing on language as it relates to communicative and academic endeavors (language in use, not in isolation), teachers can help students develop the needed forms and functions of English.

Standard 9.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . use grade-appropriate standard English forms to communicate in speech and writing . . .	recognize and use a small number of frequently occurring nouns, noun phrases, and verbs, and understand and respond to question words.	use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, using modeled sentences.	use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases, and produce and expand simple, compound, and a few complex sentences.	use an increasing number of intensive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voice; place phrases and clauses within a sentence, recognizing and correcting most misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.	use intensive pronouns and verbs in the active and passive voice; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

as the student engages in one or more of the following discipline-specific practices:

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

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

MP6. Attend to precision.
MP7. Look for and make use of structure.

SP8. Obtain, evaluate, and communicate information.

Standard 10.	By the end of each English language proficiency level, the ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . create clear and coherent grade-appropriate speech and text . . .	combine single words and formulaic phrases, using simple conjunctions to link events and ideas.	narrate two or more events in sequence, and introduce an informational topic and present information on the topic, using a few transitional words and phrases (e.g., *after a while*) and modeled sentences.	narrate a short sequence of events, using transitional words and phrases; introduce an informational topic and link ideas and opinions using some words and phrases (e.g., *for example*, *in order to*, *as a result*, *in addition*); and provide a concluding statement.	narrate a sequence of events or present ideas and information, using a few transitional words and phrases to show relationships among events and ideas.	narrate a complex sequence of events or present ideas and information, using transitional words and phrases to show logical relationships among events and ideas.

as the student engages in one or more of the following discipline-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are

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

appropriate to task, purpose, and audience.   **MP7.** Look for and make use of structure.   information.

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