Grades 6–8 English Language Proficiency (ELP) Standards
with Correspondences to K–12 Practices and Grade 7 Literacy Standards

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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 either in the Table of Contents on pages 1–2 or in the bookmarks to the left of each page to navigate to the level of detail needed. The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document tool bar. The ELP Standards with correspondences are labeled using the dot notation system (e.g., Standard 3 = ELP.6-8.3.).

Guiding Principles

1. **Potential**
   ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate[1] 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 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**
   ELLs' 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

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

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 ELL Progress in Acquiring English Language Proficiency**
   A student's ability to demonstrate proficiency at a particular ELP 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 parallel 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**
   ELLs at all levels of ELP 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**
   ELLs 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**
   ELLs with disabilities can benefit from English language development services (and are required to have language development goals as 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 ELLs, including ELLs 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 ELLs and ELLs with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider ELL needs in relation to receptive and productive modalities. (See footnote in Table 2 for more information.)

8. **Multimedia, Technology, and New Literacies**
   New understandings around literacy (e.g., visual and digital literacies) have emerged around use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the 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").

Organization of the Standards

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	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.
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	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.
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	

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

Alternate organization of the ELP Standards

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,[2] productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their native English-speaking 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.)

Receptive[3] modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	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 possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and writing	**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
		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] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	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
		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

[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).

[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.

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Grades 6–8 ELP Standards

Standards 1 and 2

		By the end of each English language proficiency level, an ELL can . . .				
		1	**2**	**3**	**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 in oral communications and simple written texts.	use an emerging set of strategies to identify the main topic, and retell a few key details in oral communications and simple written texts.	use a developing set of strategies to 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.	use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.
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, presenting simple information and responding to simple questions and some wh-questions.	participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh-questions.	participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

Grades 6–8 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 7 Literacy Standards

Standards 3, 4, and 5

		By the end of each English language proficiency level, an ELL can . . .				
		1	**2**	**3**	**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, and experiences.	deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, and experiences, developed with some details.	deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with some specific details.	deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with relevant details, ideas, or information.
4	**An ELL can . . .** construct grade-appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about familiar topics.	construct a claim about familiar topics and give a reason to support the claim.	construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and 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, and provide a concluding statement.
5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	gather information from a few provided sources and label collected information.	gather information from provided sources and record some data and information.	gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, 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 charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	gather information from multiple print and digital sources, using search terms effectively; and (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; and cite sources, using a standard format for citation.

Grades 6–8 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 7 Literacy Standards

Standards 6, 7, and 8

		By the end of each English language proficiency level, an ELL can . . .				
		1	**2**	**3**	**4**	**5**
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 and one reason an author or a speaker gives to support the argument.	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.	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.	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.
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 according to task and audience with emerging control, and 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, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.
8	**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, visual aids, and knowledge of morphology in their native language.	determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	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, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	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 an increasing knowledge of morphology.	determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

Standards 9 and 10

		By the end of each English language proficiency level, an ELL can . . .				
		1	**2**	**3**	**4**	**5**
9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*).	recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*).	recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on*).	recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.
10	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, and understand and respond to simple questions.	use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and 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, with support (including modeled sentences).	use an increasing number of intensive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices; 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 voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

Supporting Tools

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 "CCSSO ELPD Framework") (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The CCSS Standards for Mathematical Practices a.k.a., the Mathematical Practices are the first eight standards for the CCSS for Mathematics and the NGSS Science and Engineering Practices are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).

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

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

The practices identified within the CCSS for Mathematics and the NGSS are key parts of the standards themselves.[5] 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.

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[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 practices

Relationships and Convergences

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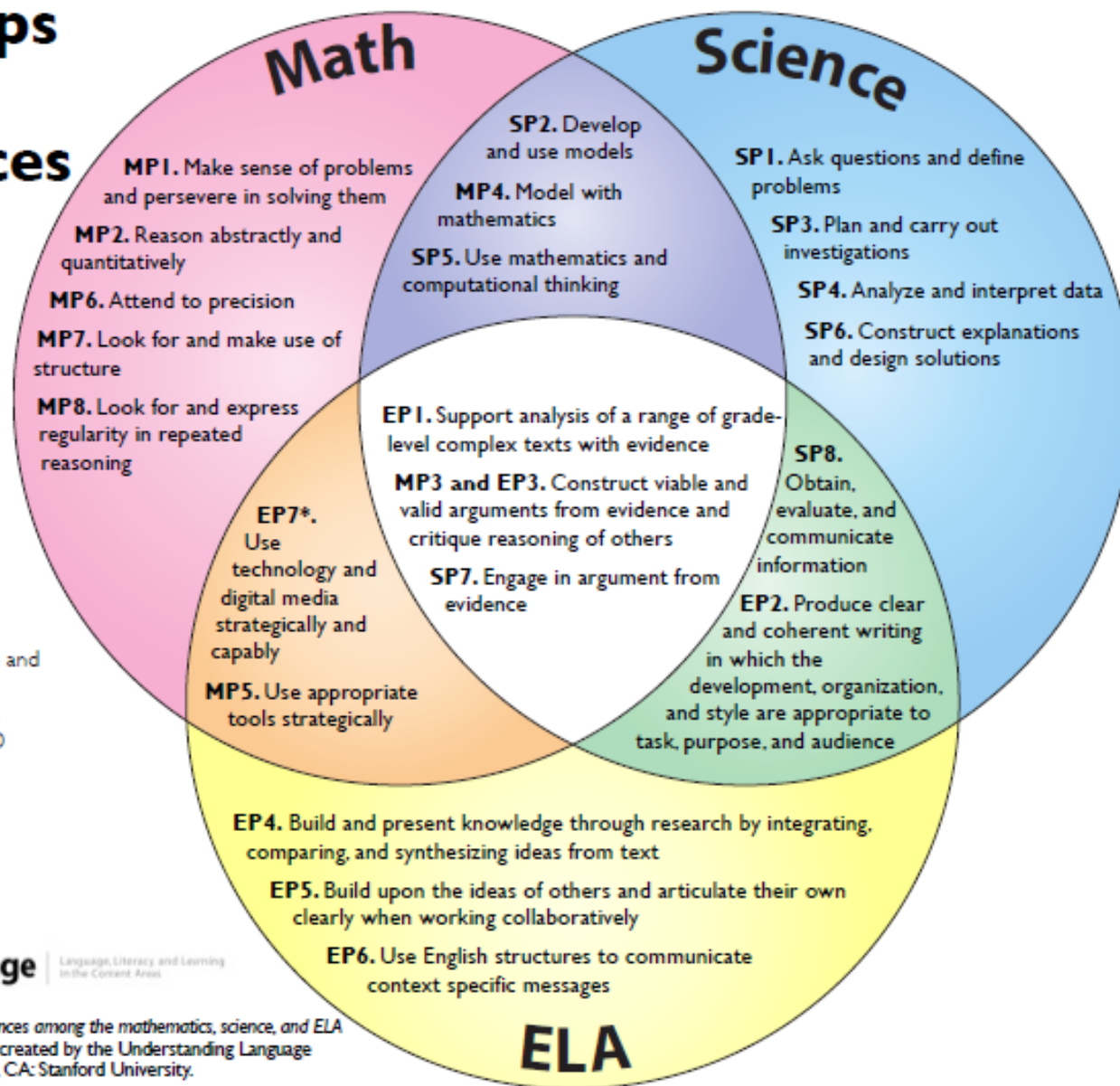3. NGSS (science and engineering practices)

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

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Math

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

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

Science

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

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

SP8. Obtain, evaluate, and communicate information

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

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

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

ELA

Why are no correspondence analyses shown between the ELP Standards and the CCSS for Standards for Mathematical Content 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.[6] 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 Grade 7 Literacy 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.

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[6] See the "Found in" section of Figure 1 for information on the sources for this diagram. Background: The ELA "Practices" in the Venn diagram were originally based on an analysis of the CCSS for ELA student capacity portraits (Source 2a). For the purposes of the ELP Standards, the ELA "Practices" shown in the Venn diagram were reframed in relation to the particular ELA "Practices" created for the ELPD Framework (Source 2b).

Grades 6–8 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 7 Literacy Standards

K-12 Practices Matrix

Use the **K-12 Practices Matrix** to identify a practice and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard.

Practices	ELP Standards									
ELA "Practices"[7] (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.	EP3			EP3		EP3				
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 his or her 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

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

Grade 7 Literacy Standards Matrix

Use the **Grade 7 Literacy Standards Matrix** to identify a CCSS for Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

ELP Standards		Grades 6-8 Literacy Standards			Grade 7 ELA 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	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	
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 and Technical Subjects		

Grades 6–8 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 7 Literacy Standards

Grades 6-8 ELP Standards with Correspondences

Standard 1.

ELP.6-8.1.	By the end of each English language proficiency level, an ELL can . . .				
	1	**2**	**3**	**4**	**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, and retell a few key details in oral communications and simple written texts.	use a developing set of strategies to 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.	use an increasing range of strategies to determine two or more central ideas or themes in oral presentations or written text, and explain how they are supported by specific textual details, and summarize a simple text.	use a wide range of strategies to determine central ideas or themes in oral presentations or written text, and explain how they are developed by supporting ideas or evidence, and summarize a text.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	**MP1.** Make sense of problems and persevere in solving them.	**SP1.** Ask questions and define problems.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

History/Social Studies

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

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

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

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

Science/Technical Subjects

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

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

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

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

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

Standard 2.

ELP.6-8.2.	By the end of each English language proficiency level, an 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 simple information and responding to simple questions and some wh-questions.	participate in short conversational and written exchanges on familiar topics and texts, presenting information and ideas and responding to simple questions and wh-questions.	participate in conversations, discussions, and written exchanges on familiar topics and texts; building on the ideas of others and express his or her own; asking and answering relevant questions; and adding relevant information.	participate in conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own; asking and answering relevant questions; adding relevant information and evidence; and paraphrasing the key ideas expressed.	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues; building on the ideas of others and expressing his or her own clearly; posing and responding to relevant questions; adding relevant and specific evidence; and summarizing and reflecting on the key ideas expressed.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	**MP1.** Make sense of problems and persevere in solving them. **MP6.** Attend to precision.	**SP4.** Analyze and interpret data. **SP6.** Construct explanations and design solutions. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

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

SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
   a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
   b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
   c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
   d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

Standard 3.

	By the end of each English language proficiency level, an ELL can . . .				
ELP.6-8.3.	**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 texts, topics, and experiences.	deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, experiences, or events.	deliver short oral presentations and compose written narratives or informational texts about familiar texts, topics, and experiences, developed with some details.	deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with some specific details.	deliver oral presentations and compose written narratives or informational texts about a variety of texts, topics, and experiences, developed with relevant details, ideas, or information.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. **EP2.** Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	**MP1.** Make sense of problems and persevere in solving them. **MP6.** Attend to precision.	**SP6.** Construct explanations and design solutions. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, 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

Standard 4.

ELP.6-8.4.	By the end of each English language proficiency level, an ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence **. . .**	express an opinion about familiar topics.	construct a claim about familiar topics and give a reason to support the claim.	construct a claim about a familiar topic: introduce the topic and provide several supporting reasons or facts in a logical order, and provide a concluding statement.	construct a claim about a variety of topics: introduce the topic, provide sufficient reasons or facts to support the claim, and 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, and provide a concluding statement.

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively. **EP6.** Use English structures to communicate context-specific messages.	**MP3.** Construct viable arguments and critique reasoning of others. **MP6.** Attend to precision.	**SP4.** Analyze and interpret data. **SP7.** Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

WHST.1 Write arguments focused on discipline-specific content.
   a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
   b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
   c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
   d. Establish and maintain a formal style.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

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

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

Standard 5.

ELP.6-8.5.	By the end of each English language proficiency level, an ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems **. . .**	gather information from a few provided sources and label collected information.	gather information from provided sources and record some data and information.	gather information from multiple provided print and digital sources and summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate, 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 charts, diagrams, or other graphics, as appropriate; and cite sources, using a standard format for citation.	gather information from multiple print and digital sources, using search terms effectively; and (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; and cite sources, using a standard format for citation.

when engaging in one or more of the following content-specific practices:

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

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

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

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

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

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

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

Standard 6.

ELP.6-8.6.	By the end of each English language proficiency level, an 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.	identify the main argument and one reason an author or a speaker gives to support the argument.	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.	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.	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.

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **EP3.** Construct valid arguments from evidence and critique the reasoning of others. **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	**MP1.** Make sense of problems and persevere in solving them. **MP3.** Construct viable arguments and critique reasoning of others.	**SP1.** Ask questions and define problems. **SP6.** Construct explanations and design solutions. **SP7.** Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

History/Social Studies
RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Science/Technical Studies
RST.8 Distinguish among facts, reasoned judgment based on research findings, 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 the relevance and sufficiency of the evidence.

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

Grades 6–8 English Language Proficiency Standards with Correspondences to the K-12 Practices and Grade 7 Literacy Standards

Standard 7.

ELP.6-8.7.	By the end of each English language proficiency level, an ELL can . . .				
	1	**2**	**3**	**4**	**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.	adapt language choices according to task and audience with emerging control, and 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, with developing ease; use an increasing number of general academic and content-specific words and phrases in speech and short written texts, and show developing control of style and tone in oral or written text.	adapt language choices and style according to purpose, task, and audience, with increasing ease; use a wider range of general academic and content-specific academic words and phrases, and maintain consistency in style and tone throughout most of oral or written text.	adapt language choices and style according to purpose, task, and audience, with ease; use a wide variety of complex general academic and content-specific academic words to express ideas precisely, and maintain an appropriate and consistent style and tone throughout an oral or written text.

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. **EP6.** Use English structures to communicate context-specific messages.	**MP6.** Attend to precision.	**SP1.** Ask questions and define problems. **SP6.** Construct explanations and design solutions. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

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

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

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

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

Standard 8.

ELP.6-8.8.	By the end of each English language proficiency level, an 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, visual aids, and knowledge of morphology in their native language.	determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events, using context, visual aids, reference materials, and knowledge of morphology in their native language.	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, visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes, roots, base words).	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 an increasing knowledge of morphology.	determine the meaning (including the figurative and connotative meanings) of general academic and content-specific words and phrases, idiomatic expressions, and figurative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events, using context, reference materials, and knowledge of morphology.

when engaging in one or more of the following content-specific practices:

EP1. Support analyses of a range of grade-level complex texts with evidence. **EP6.** Use English structures to communicate context-specific messages.	**MP1.** Make sense of problems and persevere in solving them.	**SP1.** Ask questions and define problems. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

History/Social Studies

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

Science/Technical Studies

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

L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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

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

Standard 9.

ELP.6-8.9.	By the end of each English language proficiency level, an ELL can . . .				
	1	**2**	**3**	**4**	**5**
An ELL can . . . create clear and coherent grade-appropriate speech and text **. . .**	communicate simple information about an event or topic, with support (including context and visual aids) using non-verbal communication and, with limited control, a narrow range of vocabulary and syntactically simple sentences.	recount a brief sequence of events in order, and introduce an informational topic, present one or two facts about it, and provide a concluding statement, with support (including sentences), using, with emerging control, some commonly occurring linking words (e.g., _next_, _because_, _and_, _also_).	recount a short sequence of events, with a beginning, middle, and an end, and introduce and develop an informational topic with a few facts and details, and provide a conclusion, using, with developing control, common transitional words and phrases to connect events, ideas, and opinions (e.g., _after a while_, _for example_, _in order to_, _as a result_).	recount a more detailed sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and develop an informational topic with facts and details, and provide a concluding section or statement, using, with increasingly independent control, a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., _however, on the other hand, from that moment on)._	recount a complex sequence of events or steps in a process, with a beginning, middle, and an end, and introduce and effectively develop an informational topic with facts and details, and provide a concluding section or statement, using a wide variety of transitional words and phrases to show logical relationships between events and ideas.

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. **MP3.** Construct viable arguments and critique reasoning of others.	**SP7.** Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

Standard 10.

ELP.6-8.10.	By the end of each English language proficiency level, an ELL can . . .				
	1	2	3	4	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, and understand and respond to simple questions.	use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases, and produce simple and compound sentences, with support (including visual aids and 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, with support (including modeled sentences).	use an increasing number of intensive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices; 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 voices; place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; and produce and expand simple, compound, and complex sentences.

when engaging in one or more of the following content-specific practices:

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **EP6.** Use English structures to communicate context- specific messages.	**MP6.** Attend to precision.	**SP8.** Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy Standards:

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

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

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

Glossary

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).

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 intersentence language connections made by using cohesive devices (e.g., pronoun or synonym replacement, logical connectors, conclusions that refer to prior content).

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)

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).

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 Appendix A of the CCSS for ELA & Literacy.)

Formulaic expressions: See **Idioms**.

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 Top 100 High-Frequency Words (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 Appendix A of the CCSS for ELA & Literacy and Defining the Core.)

Idioms: An idiom is an expression that cannot be understood from the meanings of its component words but has a meaning of its own. Usually that meaning is derived from the history of the language and culture in which it is used. Students' acquisition of idioms progresses from literal meanings to figurative and metaphorical meanings.

- **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.
- **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.*

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See [Appendix A of the CCSS ELA & Literacy Standards](#).

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 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 [Principle 7 in *Principles of Instructed Second Language Acquisition*](#).)

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): "Characteristics of the 'channels' through which language is used, as in oral and written language versus receptive and productive language skills" (CCSSO, 2012, p. 107).

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 subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*" (Ferguson, 1983, p. 155).

Research projects:

- **Short research project:** An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.

- **More sustained research project:** An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

Scaffolding: As defined in Appendix A of the CCSS ELA & Literacy Standards, this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

Sentence structures: As used in the 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 Appendix F of the NGSS (NGSS Lead States, 2013), chapter three of the *Science Framework for K-12 Science Education* (NRC, 2012) provides background on the development of the *Science and Engineering Practices*. For more information and examples, see Bybee (2011).

Variety of topics: As used in the 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, pictures, 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.)

- **Frequently occurring vocabulary:** This includes common words and phrases, as well as idiomatic expressions.

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

- o **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."

- o **Content-specific words and phrases:** Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language." As defined in Language standard 6 of 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 ELLs 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.

- **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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