

Overview

The **Grades 9–12** 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-Integrated** 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.
- 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.
- 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).

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, and simple and basic compound sentences.	using words, phrases, idiomatic expressions, and simple compound and some complex sentences.	using a variety of words, phrases, idiomatic expressions, and simple, compound and complex sentences.

Comment [PRB1]: Unclear what ‘mutually exclusive’ means versus ‘separate’. Needs more elaboration.

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Comment [PRB2]: What is this box? It was explained to us, but there should be a descriptor here to highlight the importance of this.

Grades 9–12 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 to make adequate growth** 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.]

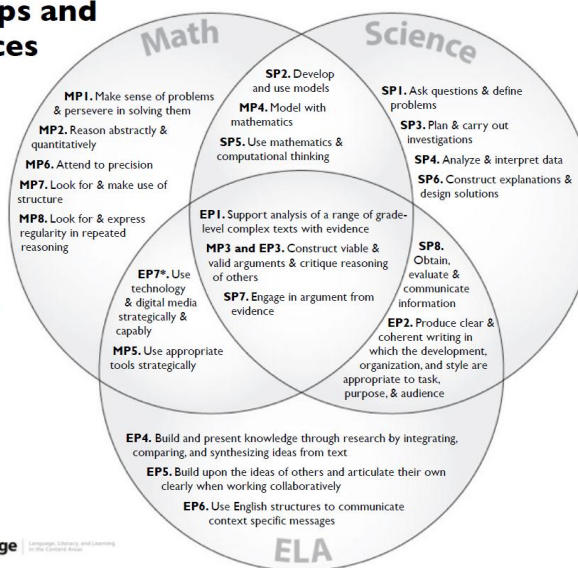
The ELP standards shown on subsequent pages address the types of *language proficiency* ELLs need as they engage in these Practices (and therefore, may show slightly different groupings of Practices with each ELP standard than those groupings shown in the Venn diagram to the right).

"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).



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Understanding Language
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Grades 9–12 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									
	1	2	3	4	5	6	7	8	9	10
ELA/Literacy “Practices”¹ (EP) correspondence with . . .										
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.	•			•	•		•		•	•
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.						•	•			
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.	•		•	•	•	•	•	•	•	•

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 9–12 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 comprehend the meaning of a few frequently occurring words, simple phrases, and formulaic expressions 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, some 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, figurative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events, using context, increasingly complex visual aids , reference materials, and an increasing knowledge of morphology.	determine the meaning (including the figurative and connotative meanings) of figurative language, idiomatic expressions, and general academic and subject-specific words and phrases in texts about a variety of topics, experiences, or events, using context, complex visual aids , 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 understand a few key words and phrases and concepts in oral communications and simple written texts.	identify understand and retell the main topic and key concepts retell few key details in oral presentations and simple written texts.	determine the central idea or theme in oral presentations and written texts, and explain how it is developed by specific details in the texts.	determine two or more central ideas or themes and analyze their development through specific details in oral presentations and written texts, citing evidence from the texts to support the analysis.	determine the central idea or theme in presentations and written texts and analyze its development through supporting ideas and details, citing specific evidence from the texts to support the analysis.
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. 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.	

Grades 9–12 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 information about familiar topics and experiences, using a few frequently occurring words and phrases, formulaic expressions, and modeled sentences.	compose short oral or and written narratives or and informational texts about familiar topics, experiences, or events, using frequently occurring words and phrases and modeled sentences.	compose short oral or and written informational texts about familiar topics or events, developing the topic with a few details, using simple and some compound or complex sentences and a few general academic and subject-specific words or phrases.	compose oral or and written informational texts about a variety of topics or events; developing the topic with some relevant details, concepts, examples, and information, integrating graphics or multimedia when useful ; and using some a wide variety of sentences and some general academic and subject-specific words and phrases.	compose oral or written informational texts about a variety of topics or events; fully developing the topic with relevant details, concepts, examples, and information, integrating graphics or multimedia when useful; and using varied sentences and precise language, including general academic and subject-specific vocabulary.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>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.</p> <p>MP4. Model with mathematics. MP6. Attend to precision. MP7. Look for and make use of structure. SP2. Develop and use models.</p> <p>SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>					

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 styles of expression, and recognize and use a few general academic and subject-specific words appropriately.	adapt language choices to purpose, task, and audience, using modeled sentences and a limited number basic of general academic and subject-specific words in conversation and discussion.	adapt word-language choices and style according to purpose, task, and audience, with developing ease, using some increasingly complex general academic and subject-specific words and expressions in speech and written text.	adapt word-language choices and style according to purpose, task, and audience, using an increasing number complex of general academic and subject-specific words and phrases, and adopting and maintaining a formal style in speech and writing, as appropriate.	adapt word-language choices and style according to purpose, task, and audience with ease, using a wide variety of complex general academic and subject-specific words and phrases, and employing both formal and more informal styles effectively, as appropriate.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>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.</p> <p>MP2. Reason abstractly and quantitatively. MP6. Attend to precision. SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.</p>					

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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 a few frequently occurring words and formulaic expressions and basic modeled sentences.	construct a claim about familiar topics: introduce the topic 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, provide sufficient reasons or facts to support the claim, and provide a concluding sentence, using a variety of sentences and some general academic and subject-specific words.	construct an academic claim about a variety of any number of topics: introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding section, using a variety of sentences and general academic and subject-specific words.	construct an academic-substantive claim about any number a variety of topics: introduce the claim and distinguish it from a counter-claim, provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented, using varied sentences and precise, subject-specific language.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p> <p>SP4. Analyze and interpret data.</p> <p>SP5. Use mathematical and computational thinking.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					
<p>Interactive-Integrated Language Standards</p> <p>ELLs need to develop grade-appropriate competence in using English to actively participate in classroom activities.</p>					
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 expressing his or her own, and responding to basic yes/no and wh- questions.	participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues: build on the ideas of others and express his or her own; ask and answer relevant analysis questions; add relevant information and evidence; and restate some of the key ideas expressed.	participate in conversations, discussions, and written exchanges on a range of academic topics, texts, and issues: build on the ideas of others and express his or her own clearly, supporting points with specific and relevant evidence; pose and respondask and answer synthesis-to questions to clarify ideas and conclusions; and summarize the key points expressed.	participate in extended conversations, discussions, and written exchanges on a range of substantive-academic topics, texts, and issues: build on the ideas of others and express his or her own clearly and persuasively/articulately, referring to specific and relevant evidence from texts or research to support his or her ideas; raise and considerask and answer evaluative questions that probe reasoning and claims; and summarize the key points and evidence discussed.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p> <p>MP7. Look for and make use of structure.</p> <p>SP2. Develop and use models.</p> <p>SP4. Analyze and interpret data.</p> <p>SP5. Use mathematical and computational thinking.</p>					

Grades 9–12 English Language Proficiency Standards

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.

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Grades 9–12 English Language Proficiency Standards

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 print and digital sources and label collected information, experiences, or events, using frequently occurring words, formulaic expressions, diagrams and illustrations, or modeled sentences.	gather information from provided print and digital sources and record-summarize data and information, using frequently occurring words and phrases and modeled sentences with labeled illustrations, diagrams, or other graphic forms.	carry out short research projects to answer a question; gather information from multiple provided print and digital sources and paraphrase key information in a short written or oral report, evaluating the reliability of each source using modeled sentences and simple sentences, with labeled illustrations, diagrams, or graphic organizers; and provide a list of sources.	carry out both short and more sustained research projects to answer a question; gather information from multiple print and digital sources, using search terms effectively, evaluating the reliability of each source and integrating information into an organized oral or written report; and cite sources.	carry out both short and more sustained research projects to answer a question or solve a problem; gather information from multiple print and digital sources, using advanced search terms effectively, evaluating the reliability of each source, and analyzing and integrating information into a clearly organized oral or written text; and cite sources.
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 made by an author or a speaker makes , using a few frequently occurring words and phrases; introduce persuasive vocabulary and basic model sentences.	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; expand basic persuasive vocabulary and use of basic model sentences.	explain the reasons an author or a speaker gives to support a claim, and cite textual evidence to support the analysis, using mostly simple and a-few compound sentences and using some academic and subject-specific words and phrases.	analyze the reasoning and use of rhetoric in persuasive texts or speeches, including U.S. documents of historical and literary significance, determining whether the evidence is sufficient to support the claim, 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 reasoning and use of rhetoric in persuasive texts, including U.S. documents of historical and literary significance, and cite specific textual evidence to thoroughly 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:					

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<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p>	<p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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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
<p>An ELL can . . . use grade-appropriate standard English forms to communicate in speech and writing . . .</p>	<p>recognize-undersantd and use a small number of frequently occurring nouns, noun phrases, <u>basic conjunctions (but, or, and)</u> and verbs, and <u>basic prepositions and</u> understand and respond to question words <u>using basic modeled sentences. Verb tenses: present, present progressive, simple future (going to), simple past tense.</u></p>	<p>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions, and produce simple and compound sentences, using modeled sentences. <u>Verb tenses: past tense (irregular), past progressive, simple future</u></p>	<p>use <u>a limited variety of basic</u> phrases (e.g., noun, verb, adjectival, adverbial, and prepositional) and clauses (independent, dependent, relative, and adverbial), and produce and expand simple compound and a few complex sentences. <u>Verb tenses: present perfect</u></p>	<p>use <u>an increasingly variety of complex</u> phrases (e.g., noun, verb, adjectival, adverbial and participial, prepositional, and absolute) and clauses, and produce and expand simple, compound, and complex sentences. <u>Verb tenses: past perfect, subjunctive</u></p>	<p>use <u>various types of complex</u> phrases and clauses, and produce and expand simple, compound, and complex sentences. <u>Verb tenses: passive</u></p>
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p> <p>MP6. Attend to precision.</p> <p>MP7. Look for and make use of structure.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

Grades 9–12 English Language Proficiency Standards

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 commonly used words and formulaic phrases, using simple conjunctions to connect events and ideas.	narrate two or more events in sequence, and introduce an informational topic and present information on a topic, using a <i>few-basic</i> transitional words and phrases (e.g., <i>after a while</i>).	narrate a sequence of events or present ideas and information, using transitional words and phrases to show logical relationships among events and ideas.	narrate a sequence of events or present ideas and information, using <i>appropriate-more complex</i> transitions to link the major sections of text and speech and to clarify relationships among events and ideas.	narrate a complex sequence of events or present ideas and information, using <i>appropriate-complex</i> and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP7. Look for and make use of structure.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

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