



Overview

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

For the purposes of clarity, the standards are organized into four categories:

- **Receptive** Language Standards (listening and reading)
- **Productive** Language Standards (speaking and writing)
- **Interactive** Language Standards (coordinated use of receptive and productive language)
- **Linguistic** Standards (English structures)

Design Features of the Standards and Descriptors

- The 10 standards are designed for use both in English language development classes and content-area classes.
- While each ELP level includes a range of abilities, the descriptors shown in this document describe what ELLs can do by the *end* of each ELP level, and address social and academic uses of language. The student’s ability to demonstrate proficiency will depend on context and content-area focus. The student’s designated ELP level therefore represents a typical current performance level, not a fixed state.
- 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 simple sentences, and a few idiomatic expressions.	using frequently occurring words, and phrases and simple and compound sentences, and a few increasing number of idiomatic expressions.	using words, phrases, an increasing number of idiomatic expressions, and simple and compound sentences.	using a variety of words, phrases, idiomatic expressions, and simple , compound and complex sentences.

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K English Language Proficiency Standards

We believe that . . .

1. ELLs have the same potential as native speakers of English to complete cognitively complex tasks. Regardless of ELP level, all ELLs need access and exposure to challenging, grade-appropriate content and language. (Grade-appropriate is defined by the content area standards for that respective grade.)
2. ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable developmental step as they develop grade-appropriate language capacities, particularly those that involve discipline-specific terminology and registers. The kind and intensity of the scaffolding provided will depend on each student's ability to undertake that *particular* task independently.
3. 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.
4. 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.
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. 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).

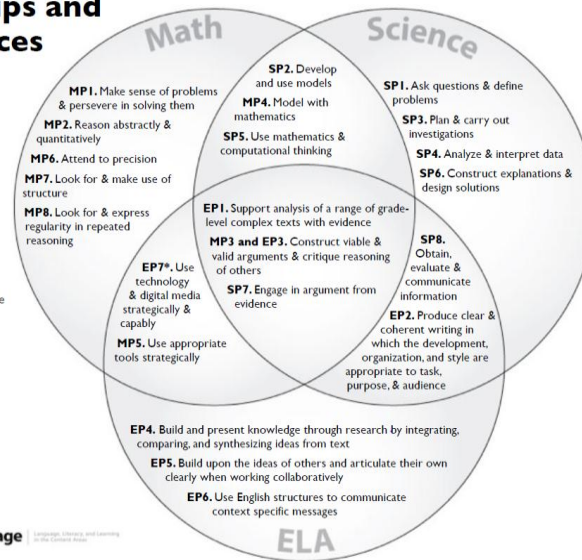
Relationships and Convergences

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

Practices	ELP Standards									
ELA/Literacy “Practices” ¹ (EP) correspondence with . . .	1	2	3	4	5	6	7	8	9	10
EP1. Support analyses of a range of grade level complex texts with evidence.	•	•	•			•	•			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			•	•	•			•	•	•
EP3. Construct valid arguments from evidence and critique the reasoning of others.		•			•			•		
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.		•					•	•		
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.		•			•	•	•	•		
EP6. Use English structures to communicate context-specific messages.	•			•	•		•		•	•
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)

K 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 . . .	with prompting and support, recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events, using context and visual aids (including picture dictionaries).	with prompting and support, recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events, using context and visual aids (including picture dictionaries).	with prompting and support, ask questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events, using context and visual aids (including picture dictionaries).	with prompting and support, ask and sometimes answer questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events, using context and some visual aids (including picture dictionaries).	with prompting and support, ask and answer questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events, using context and some visual aids (including picture dictionaries).
<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. EP6. Use English structures to communicate context-specific messages.</p> <p>MP1. Make sense of problems and persevere in solving them. MP7. Look for and make use of structure.</p> <p>SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.</p>					

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 . . .	with prompting and support, identify a few key words in read-alouds and oral presentations (information or stories presented orally).	with prompting and support, identify some key words and phrases in read-alouds and oral presentations.	with prompting and support, identify main topics in read-alouds and oral presentations, and ask and give appropriate responses to targeted answer questions about key details. (Responses can be verbal or non-verbal.)	with prompting and support, identify main topics and give appropriate responses to targeted retell or answer questions about key details or episodes of stories from read-alouds, picture books, and oral presentations. (Responses can be verbal or non-verbal.)	with prompting and support, identify main topics and retell sequence events of familiar stories and answer questions about key details in read-alouds, picture books, and oral presentations. (Responses can be verbal or non-verbal.)
<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. 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 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. SP1. Ask questions and define problems.</p>					

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Productive Language Standards

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

Standard 3.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	communicate simple information or feelings about familiar topics or experiences, using a combination of a few words, gestures, and labeled pictures or other visual aids.	communicate simple information or feelings about familiar topics or experiences, using a combination of some frequently occurring words and phrases and labeled pictures or other visual aids.	Communicate <u>orally or through drawing, dictation and/or writing</u> information or feelings about familiar topics, experiences, or events, using frequently occurring words, phrases, a few simple sentences, and labeled pictures or other visual aids.	<u>tell or dictate simple messages</u> <u>communicate information or feelings</u> about a variety of topics, <u>or experiences or events</u> , using phrases, simple sentences, and <u>drawings or illustrations</u> , or other visual aids.	orally describe, compose, or dictate short texts to tell about a variety of topics, experiences, or events, using simple sentences and <u>illustrations or drawings</u> .
as the student engages in one or more of the following discipline-specific practices: EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. MP1. Make sense of problems and persevere in solving them. MP4. Model with mathematics. MP6. Attend to precision. MP7. Look for and make use of structure. SP2. Develop and use models. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.					
Standard 4.	By the end of each English language proficiency level, the ELL can . . .				
An ELL can . . . adapt language choices to purpose, task, and audience when speaking or writing . . .	Not applicable at this grade level.	Not applicable at this grade level.	Not applicable at this grade level.	Not applicable at this grade level.	Not applicable at this grade level.
as the student engages in one or more of the following discipline-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages. MP2. Reason abstractly and quantitatively. MP6. Attend to precision. SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.					

Comment [o2]: "Dictate" is just another form of speaking. This structure is worded very differently from the rest. Can we make it more consistent with the wording of the other PLDs?

Comment [o4]: What is the reasoning behind this difference in wording for level 5? Is it that we are now expecting more coherence, to formulate a "text" rather than more random, disorganized sentences, etc.?

Comment [o3]: Redundant – "Drawing" is used in CCSS.

Comment [o1]: Are these "labeled pictures or other visual aids" intended to be teacher-provided resources that the student uses to support communication, or are they meant to be student-created products of communication? The reason we're unclear is that the beginning of the sentence refers to "using phrases, simple sentences," etc. that indicate what the student is producing.

Comment [I5]: If you decide that you want us to fill out this standard, these are the corresponding practices.

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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 a feeling or opinion about a familiar topic, using a few frequently occurring words and drawings, illustrations , or other visual aids.	express an opinion about a familiar topic, using frequently occurring words, phrases, modeled sentences, and drawings, illustrations , or other visual aids.	express an opinion about a familiar topic or story, using short phrases, a few simple sentences, and drawings or illustrations .	express an opinion about a variety of topics or stories, using a few simple sentences and drawings or illustrations .	express an opinion about a variety of topics or stories, using compound or complex simple sentences and drawings or illustrations .
<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>					

Interactive Language Standards

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

Standard 6.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .	participate in short conversations about familiar topics and respond to simple yes/no questions.	participate in short conversations about familiar topics and respond to basic yes/no and wh- questions.	participate in short conversations about familiar topics, take turns most of the time , and respond to basic yes/no and wh- questions.	participate in conversations and discussions about a variety of topics, take turns , and respond to wh- simple questions.	participate in conversations and discussions about a variety of topics, take turns , and respond to and ask pose questions.
<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 articulate his or her own ideas when working collaboratively.</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>MP8. Look for and express regularity in repeated reasoning.</p> <p>SP2. Develop and use models.</p> <p>SP4. Analyze and interpret data.</p> <p>SP5. Use mathematical and computational thinking.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

Comment [o6]: Turn-taking is a social skill that applies to all students at this developmental level and is not specifically related to learning English as a second language. Also, it is not assessable.

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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 . . .	with guidance and support from adults, recall information from experience or from a provided source, and label information using a few frequently occurring words and drawings, or illustrations	with guidance and support from adults, recall information from experience or use information from a provided source to answer a question, using commonly used words and short phrases, drawings, and illustrations.	with guidance and support from adults, recall information from experience or use information from provided sources to answer a question, using short phrases and modeled sentences.	with guidance and support from adults, recall information from experience or use information from provided sources to answer a question, using modeled sentences and/or some simple sentences.	with guidance and support from adults, recall information from experience or use information from provided sources to answer a question, using simple sentences.
as the student engages in one or more of the following discipline-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</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>EP6. Use English structures to communicate context-specific messages.</p> <p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP7. Look for and make use of structure.</p> <p>MP8. Look for and express regularity in repeated reasoning.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP5. Use mathematical and computational thinking.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	

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 . . .	Not applicable at this level.	Not applicable at this level.	Not applicable at this level.	with prompting and support, identify a reason an author or speaker gives to support a point, using frequently occurring words and phrases, modeled sentences and/or some simple sentences.	with prompting and support, identify the reasons an author or speaker gives to support main points, using simple sentences.
as the student engages in one or more of the following discipline-specific practices:					
<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
An ELL can . . . use grade-appropriate standard English forms to communicate in speech and writing . . .	recognize and use a small number of frequently occurring nouns and verbs, and understand and respond to question words.	recognize and use frequently occurring nouns and verbs; understand and respond to question words; and produce a few simple sentences using modeled sentences.	recognize and use frequently occurring regular plural nouns (-s, -es), verbs, and prepositions; use and respond to question words; and produce simple sentences in shared language activities.	recognize and use frequently occurring regular plural nouns, verbs, and prepositions; use and respond to question words; and produce and expand simple compound sentences in shared language activities.	use frequently occurring regular plural nouns, verbs, prepositions, and question words; ask and answer questions using interrogatives/wh- questions ; and produce and expand simple compound and complex sentences in shared language activities.
<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. EP6. Use English structures to communicate context-specific messages.</p> <p>MP6. Attend to precision. MP7. Look for and make use of structure.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>					

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 . . .	Not applicable at this grade level.	Not applicable at this grade level.	with prompting and support, retell several events in the correct order.	retell several events in the correct order.	retell a simple sequence of events in the correct order using precise vocabulary and supporting details .
<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. MP3. Construct viable arguments and critique reasoning of others. MP7. Look for and make use of structure.</p> <p>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>					