



## Overview

The **Grades 2–3** 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 a few idiomatic expressions.	using frequently occurring words and phrases, and an increasing number of idiomatic expressions.	using words, phrases, idiomatic expressions, and simple and compound sentences.	using a variety of words, phrases, idiomatic expressions, and simple, compound and complex sentences.

**Comment [o1]:** Please clarify as shown on our feedback form

**Comment [o2]:** Can a hyperlink be included to give examples? Please see feedback form.

**Comment [o3]:** Include an explanation of what this ELP progression is and call more attention to it. We feel it is valuable to the understanding of the “receptive” category.

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## Grades 2–3 English Language Proficiency Standards

### We believe that Guiding Principles . . .

1. ELLs have the same potential as native speakers of English to complete cognitively complex tasks. Regardless of ELP level, all ELLs need access and exposure to challenging, grade-appropriate content and language. (Grade-appropriate is defined by the content area standards for that respective grade.)
2. ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable developmental step as they develop grade-appropriate language capacities, particularly those that involve discipline-specific terminology and registers. The kind and intensity of the scaffolding provided will depend on each student's ability to undertake that *particular* task independently.
3. ELP Standards can be specifically designed to leave room for teachers, curriculum developers, and states to determine how they should be reached and what additional topics should be addressed; thus, these standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication, expressive communication, or the teaching of grammar.

4. ELLs with limited or interrupted formal education should have access to targeted support that allows them to develop foundational literacy skills in an accelerated time frame. Educators can refer to the Common Core State Standards (CCSS), Reading Standards: Foundational Skills (K–1), 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.]

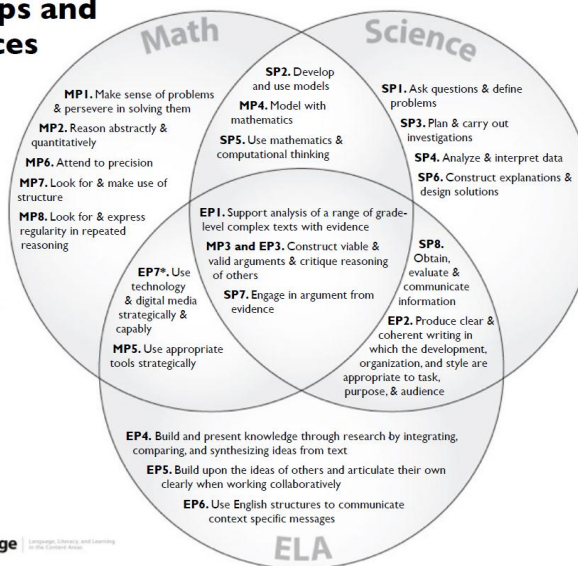
The ELP standards shown on subsequent pages address the types of *language proficiency* ELLs need as they engage in these Practices (and therefore, may show slightly different groupings of Practices with each ELP standard than those groupings shown in the Venn diagram to the right).

*"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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UNIVERSITY SCHOOL OF  
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Understanding Language  
Linguistics, Literacy, and Learning  
in the 21st Century

DRAFT: 7-20-13 by Tina Cheuk

## Grades 2–3 English Language Proficiency Standards

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

Practices	ELP Standards									
ELA/Literacy “Practices” <sup>1</sup> (EP) correspondence with . . .	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>
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 . . .	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>
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 . . .	<a href="#">1</a>	<a href="#">2</a>	<a href="#">3</a>	<a href="#">4</a>	<a href="#">5</a>	<a href="#">6</a>	<a href="#">7</a>	<a href="#">8</a>	<a href="#">9</a>	<a href="#">10</a>
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.	•		•	•	•	•	•	•	•	•

<sup>1</sup> 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 2–3 English Language Proficiency Standards

### Receptive Language Standards

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

Standard 1.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text . . .	recognize the meaning of <u>a few</u> frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, relying heavily on visual aids (including picture dictionaries).	determine the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using visual aids (including picture dictionaries).	determine the meaning of <u>less frequently occurring less common</u> words and phrases, subject-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events, using <u>context</u> , some visual aids, and <u>simple</u> reference materials ( <u>including basic dictionaries</u> ).	determine the meaning of less-frequently occurring words and phrases, some idiomatic expressions, and (at Grade 3) some general academic and subject-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events, using <u>context</u> , <u>some limited</u> visual aids, and reference materials.	determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions, and (at Grade 3) some general academic and subject-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events, using context, reference materials, and <u>morphology</u> (e.g., simple inflectional endings, such as <u>-ed</u> , <u>-ing</u> , and some common prefixes).
as the student engages in one or more of the following discipline-specific practices:					
<b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence. <b>EP6.</b> Use English structures to communicate context-specific messages.		<b>MP1.</b> Make sense of problems and persevere in solving them. <b>MP7.</b> Look for and make use of structure.		<b>SP1.</b> Ask questions and define problems. <b>SP8.</b> Obtain, evaluate, and communicate information.	

**Comment [o4]:** What does recognize mean here?

**Comment [o7]:** Suggest removing “grade 3”, we worry that the 2<sup>nd</sup> grade teacher will not introduce then expecting mastery at grade 3 is inappropriate?

**Comment [o6]:** Suggest removing “grade 3”, we worry that the 2<sup>nd</sup> grade teacher will not introduce then expecting mastery at grade 3 is inappropriate?

**Comment [o8]:** Team feels that morphology should be introduced in level 2 on some limited basis

**Comment [o5]:** Is jumping to using context without scaffolding too difficult? Suggest using the wording “use context with frequent guidance” then “some guidance” then “context alone”

**Comment [o9]:** These are all productive but are there receptive- only examples?

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 <u>a few topic-related</u> key words and phrases in read-alouds, simple written texts, and oral presentations.	identify the main topic or message/lesson (of a story) and key words and phrases in read-alouds, simple written texts, and oral presentations.	identify the main topic or message and answer questions about or retell some key details in read-alouds, simple written texts, and oral presentations.	determine the main idea or message and identify or answer questions about some key details that support the main idea/message in read-alouds, written texts, and oral presentations; and retell <u>a variety of</u> stories.	determine the main idea or message and tell how key details support the main idea in read-alouds, written texts, and oral communications; and retell <u>a variety of written texts and oral communications stories</u> .
as the student engages in one or more of the following discipline-specific practices:					
<b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence. <b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.		<b>EP4.</b> Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts <b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		<b>MP1.</b> Make sense of problems and persevere in solving them. <b>SP1.</b> Ask questions and define problems.	

**Comment [o10]:** Can there be a comment on all standards that says these are tied to level 5?

## Grades 2–3 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
<b>An ELL can . . .</b> speak and write about grade-appropriate complex literary and informational texts and topics . . .	communicate simple information about familiar topics, experiences, or events, using <u>a few</u> frequently occurring words, formulaic expressions, and drawings, illustrations, and other visual aids.	compose simple oral presentations and written texts about familiar topics, experiences, or events, using <u>some less frequently occurring less common</u> words and phrases and drawings, illustrations, and other visual aids.	compose short oral and written narratives or informational texts about familiar topics, experiences, or events, using simple <u>and compound</u> sentences.	compose short oral and written narratives and informational texts about a variety of topics, experiences, or events, using <u>well-formed</u> simple and compound sentences <u>and guided complex sentence structures</u> .	compose oral or written narratives or informational texts, with some details, about a variety of topics, experiences, or events, using well-formed simple, <u>and</u> -compound <u>and complex</u> sentences, <u>and using</u> (at Grade <u>3</u> ) some general academic and subject-specific words.
<b>as the student engages in one or more of the following discipline-specific practices:</b>					
<b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence. <b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. <b>MP1.</b> Make sense of problems and persevere in solving them.			<b>MP4.</b> Model with mathematics. <b>MP6.</b> Attend to precision. <b>MP7.</b> Look for and make use of structure. <b>SP2.</b> Develop and use models.		<b>SP6.</b> Construct explanations and design solutions. <b>SP8.</b> Obtain, evaluate, and communicate information.

**Comment [o11]:** Remove grade level and leave as an expectation for grade band.

Standard 4.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
<b>An ELL can . . .</b> adapt language choices to purpose, task, and audience when speaking or writing . . .	Not applicable at this level.	recognize the difference between contexts which require more formal English and contexts in which informal English is appropriate.	compare examples of the formal and informal use of English, and (at Grade <u>3</u> ) use some general academic and subject-specific words in conversations and discussions.	adapt word choices, as appropriate, to formal and informal contexts, and (at Grade <u>3</u> ) use an increasing number of general academic and subject-specific words in conversations and discussions.	adapt word choices, as appropriate, to context, and (at Grade <u>3</u> ) use some general and subject-specific academic words and phrases in conversations, <u>discussions</u> or in short written texts.
<b>as the student engages in one or more of the following discipline-specific practices:</b>					
<b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. <b>EP6.</b> Use English structures to communicate context-specific messages.			<b>MP2.</b> Reason abstractly and quantitatively. <b>MP6.</b> Attend to precision. <b>SP1.</b> Ask questions and define problems.		<b>SP6.</b> Construct explanations and design solutions. <b>SP8.</b> Obtain, evaluate, and communicate information.

**Comment [o12]:** Remove grade level and leave as an expectation for grade band.

**Comment [o14]:** Remove grade level and leave as an expectation for grade band.

**Comment [o13]:** Remove grade level and leave as an expectation for grade band.

## Grades 2–3 English Language Proficiency Standards

Standard 5.	By the end of each English language proficiency level, the ELL can . . .				
	1	2	3	4	5
An ELL can . . . construct a grade-appropriate oral or written claim and support it with reasoning and evidence . . .	express an opinion about familiar topics, using <u>a few</u> frequently occurring words and formulaic expressions <u>and modeled sentences</u> and <u>drawings or illustrations</u> .	express an opinion about familiar topics or stories, using <u>some less-frequently-occurring words and phrases, simple sentences and modeled compound sentences</u> .	express an opinion about familiar topics or stories, giving at least one reason for the opinion, using simple <u>sentences</u> and <u>compound sentences</u> (at Grade 3) using a few general academic and subject-specific words.	express an opinion about a variety of topics, introducing the topic and giving several reasons for the opinion, using <u>well-formed simple and compound sentences and guided complex sentence structures and</u> (at Grade 3) using some general academic and subject-specific words.	express an opinion about a variety of topics, introducing the topic, giving several reasons for the opinion, and providing a concluding statement, using simple, compound, and <u>a few</u> complex sentences and (at Grade 3) using general academic and subject-specific words.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p><b>EP2.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>EP3.</b> Construct valid arguments from evidence and critique the reasoning of others.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p><b>EP6.</b> Use English structures to communicate context-specific messages.</p> <p><b>MP3.</b> Construct viable arguments and critique reasoning of others.</p> <p><b>MP6.</b> Attend to precision.</p> <p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP5.</b> Use mathematical and computational thinking.</p> <p><b>SP7.</b> Engage in argument from evidence.</p> <p><b>SP8.</b> Obtain, evaluate, and communicate information.</p>					

**Comment [o15]:** Remove grade level and leave as an expectation for grade band.

**Comment [o17]:** Remove grade level and leave as an expectation for grade band.

**Comment [o16]:** Remove grade level and leave as an expectation for grade band.

### 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 <u>and short response</u> questions.	participate in short conversations, discussions, and written exchanges about familiar topics <u>using complete sentences with modeled support</u> ; take turns; and respond to yes/no and wh- questions.	participate in short discussions and written exchanges about familiar topics and texts <u>using complete sentences</u> ; follow the rules for discussion; respond to the comments of others and contribute his or her own; and ask questions to gain information or clarify understanding.	participate in discussions, conversations, and written exchanges about a variety of topics and texts <u>using simple and compound sentence structures</u> ; follow the rules for discussion; build on the ideas of others and contribute his or her own; and ask and answer questions about the topic or text.	participate in extended discussions, conversations, and written exchanges about a variety of texts and topics <u>using a variety of sentence structures (simple, compound, complex)</u> ; follow the rules for discussion; build on the ideas of others and express his or her own; and ask and respond to questions.
<p>as the student engages in one or more of the following discipline-specific practices:</p> <p><b>EP1.</b> Support analyses of a range of grade-level complex texts with evidence.</p> <p><b>EP5.</b> Build upon the ideas of others and articulate his or her own ideas when</p> <p><b>MP1.</b> Make sense of problems and persevere in solving them.</p> <p><b>MP6.</b> Attend to precision.</p> <p><b>MP7.</b> Look for and make use of structure.</p> <p><b>MP8.</b> Look for and express regularity in repeated reasoning.</p> <p><b>SP2.</b> Develop and use models.</p> <p><b>SP4.</b> Analyze and interpret data.</p> <p><b>SP5.</b> Use mathematical and computational thinking.</p> <p><b>SP6.</b> Construct explanations and design solutions.</p>					

## Grades 2–3 English Language Proficiency Standards

working collaboratively.		SP8. Obtain, evaluate, and communicate information.				
Standard 7.	By the end of each English language proficiency level, the ELL can . . .					
	1	2	3	4	5	
An ELL can . . . research and/or obtain, evaluate, and communicate grade-appropriate oral and written information in a clear and effective response to a defined task and purpose . . .	carry out short individual or shared research projects, gathering information from provided sources and labeling information, using a few frequently occurring words, drawings, illustrations, or other visual representations.	carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, recording some information/observations in simple notes, using frequently occurring words, short phrases, and modeled sentences, with illustrations, drawings, or other visual representations.	carry out short individual or shared research projects, recalling information from experience or gathering information from provided sources, and recording information/observations in <u>orderly notes</u> , using <u>short</u> phrases and <u>a few</u> simple sentences, with <u>illustrations, drawings, or other</u> visual representations <u>and a few</u> general academic and <u>subject-specific</u> words.	carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources, taking notes on information/observations, and sorting evidence into provided categories, using simple sentences and (at Grade 3) <u>a few</u> general academic and subject-specific words.	carry out short individual or shared research projects, recalling information from experience or gathering information from multiple sources, taking notes on information/observations, and sorting evidence into categories, using simple and compound sentences and (at Grade 3) <u>some</u> general subject specific and academic words.	
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>		

**Comment [o18]:** Remove grade level and leave as an expectation for grade band.

**Comment [o19]:** Remove grade level and leave as an expectation for grade band.

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 <u>a the</u> main point an author or a speaker makes, using a few frequently occurring words, <u>and</u> phrases <u>and</u> modeled sentences.	identify a reason an author or a speaker gives to support the main point, using frequently occurring words, phrases, <u>and</u> formulaic expressions <u>and simple</u> sentences.	tell how one or two reasons support the main point an author or a speaker makes, using simple sentences and (at Grade 3) using <u>some a few</u> academic and subject-specific words and phrases.	tell how one or two reasons support the specific points an author or a speaker makes, using <u>mostly</u> simple and <u>a few</u> compound sentences and (at Grade 3) using some academic and subject-specific words and phrases.	describe how reasons support the specific points an author or a speaker makes, using a variety of simple, <u>and</u> compound <u>and</u> complex sentences and (at Grade 3) using <u>some</u> academic and subject-specific words and phrases.
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>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>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p>	

**Comment [o20]:** a few general academic and subject-specific words.

**Comment [o21]:** a few general academic and subject-specific words.

**Comment [o22]:** a few general academic and subject-specific words.



## Grades 2–3 English Language Proficiency Standards

**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.

**MP3.** Construct viable arguments and critique reasoning of others.

**SP7.** Engage in argument from evidence.

**SP8.** Obtain, evaluate, and communicate information.

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## Grades 2–3 English Language Proficiency Standards

### 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 href="#">a small number of</a> frequently occurring nouns, <del>and</del> verbs, <a href="#">and simple adjectives (e.g., color/size)</a> and understand and respond to question words.	recognize and use <a href="#">some frequently occurring</a> collective nouns (e.g., <a href="#">group</a> ), verbs ( <a href="#">including simple past, present/past progressive</a> ), adjectives, adverbs, and conjunctions, and produce simple sentences, using modeled sentences and in response to prompts.	use <a href="#">some</a> collective nouns, <a href="#">frequently occurring</a> adjectives, adverbs, and conjunctions, and <a href="#">the past tense of some frequently occurring irregular a variety of verb tenses</a> , and produce and expand simple and some compound sentences.	use collective nouns, an increasing number of adjectives, adverbs, and conjunctions, <a href="#">and the past tense of frequently occurring irregular verbs</a> , and produce and expand simple, compound, and (at Grade <a href="#">3</a> ) <a href="#">a few some</a> complex sentences.	use collective and abstract nouns (e.g., <a href="#">childhood</a> ), <a href="#">the past tense of frequently occurring irregular irregular variety of verb tenses</a> , coordinating and commonly used subordinating conjunctions, adjectives, and adverbs, and produce and expand simple, compound, and (at Grade <a href="#">3</a> ) <a href="#">some</a> complex sentences.
as the student engages in one or more of the following discipline-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision. MP7. Look for and make use of structure.		SP8. Obtain, evaluate, and communicate information.	

**Comment [o23]:** Remove grade level and leave as an expectation for grade band.

**Comment [o24]:** Remove grade level and leave as an expectation for grade band.

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 high-frequency words and formulaic phrases, using simple conjunctions.	narrate two or more events that occur in sequence, using modeled sentences <a href="#">to signal event order</a> .	narrate two or more events that occur in sequence, using temporal words (e.g., <a href="#">next, after, finally</a> ) to signal event order <a href="#">in simple and compound sentences, using linking words (e.g., because, and, also)</a> .	narrate a sequence of events, using <a href="#">a variety of</a> temporal words, and introduce an informational topic and present facts about it, using linking words (e.g., <a href="#">because, and, also</a> ) <a href="#">in a variety of sentence structures</a> .	narrate a sequence of events, using temporal words, and introduce an informational topic, present facts about it using linking words (e.g., <a href="#">because, and, also</a> ), and provide a concluding statement <a href="#">using a variety of sentence structures</a> .
as the student engages in one or more of the following discipline-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate		MP6. Attend to precision. MP7. Look for and make use of structure.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	

context-specific messages.

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