

Feedback based on Oregon ELP/D Standards Review Panel meeting: June 14, 2013

Oregon would like the states to consider consolidating Parts 2 and 3 into Part 1. In the Rationale/Comments column of Part 1, we indicate which Part 2 and Part 3 standards should be added to/incorporated within the respective standards in Part 1.

Activity 3

Key for text in table below

- Black font – taken directly from CA ELD Standards
- Blue and red fonts – adjustment made to CA ELD Standards

	Standard Number	Standard Description	Sub-Element of Standard	New Form of Standard Statement	Rationale/Comments
	<b>Part 1</b>	<b>Modes of Communication</b>			Add P2.1, P2.2, P2.3, P2.4 and P3.2, P3.3 throughout Part 1. See other additions to specific Part 1 standards below.
<b>Collaborative</b>	1	Exchange information and ideas with others through oral dialogue on a range of social and academic topics			Add P2.5c&d
	2	Interact with others in written English in various communicative forms (print, communicative technology, and multimedia)			Add P2.5c&d
	3	Offer and support opinions and negotiate with others in communicative exchanges			Add P2.5c&d

	Standard Number	Standard Description	Sub-Element of Standard	New Form of Standard Statement	Rationale/Comments
	4	<b>Adapt</b> language choices to various contexts (based on purpose, interlocutors, and modality)			Add P2.5c&d
<b>Interpretive</b>	5	<b>Listen</b> actively to spoken English in a range of social and academic contexts			Add P2.5c&d
	6a	<b>Read literary and informational texts and view multimedia closely</b> to determine how meaning is conveyed explicitly and implicitly through language	a) Describe ideas, phenomena, and text elements based on close reading of grade-level texts with scaffolding support.		Oregon agrees with Kansas comments: Standards 6 and 7 could be combined. The subsets can be eliminated.  Add P2.5a&b and P3.1 across a combined Standard 6/7
	6b		b) Use knowledge of frequently-used affixes and linguistic context, reference materials, and visual cues to determine the meaning of unknown words on familiar toP1cs.		
	6c	Read literary and informational texts and view multimedia closely to determine how meaning is conveyed explicitly and implicitly through language	c) Use knowledge of morphology (e.g., affixes, roots, and base words), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on		If P1.6c is kept separate from the new combined Standard 6/7, then we would like P3.1a,b,c added to this Standard.

	Standard Number	Standard Description	Sub-Element of Standard	New Form of Standard Statement	Rationale/Comments
			familiar to P1cs.		
	7a	Evaluate how well writers and speakers use language to support ideas and arguments with details or evidence and analyze how they use vocabulary and other language resources for specific purposes depending on modality, text type, purpose, audience, topic, and content area.	a) Analyze the language used to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area		
	7b	Evaluate how well writers and speakers use language to support ideas and arguments with details or evidence and analyze how they use vocabulary and other language resources for specific purposes depending on modality, text type, purpose, audience, topic, and content area.	b) Analyze the use of vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area		

	Standard Number	Standard Description	Sub-Element of Standard	New Form of Standard Statement	Rationale/Comments
	8	Apply understanding of how different text types are organized to express ideas			<p>This is an ELA standard, not an ELP standard. Should be re-written to focus on understanding how language is used in the various text types. E.g., in a science text book, you will see “explain and justify.” In Social Studies, you will see opinions. In literary texts you will see metaphors, etc.</p> <p>Add P2.5a&amp;b</p>

<b>Productive</b>	9	Express information and ideas in formal oral presentations on academic topics			Add all of P2
	10a	Compose literary and informational texts to present, describe, and explain ideas and information, using appropriate technology	a) Create summaries of texts and experiences using key words from notes or graphic organizers.		Add P2.5c&d
	10b		b) Write literary and informational texts collaboratively with an adult (e.g., joint construction), with peers, and independently.		Add P2.5c&d
	11a	Justify own opinions and construct argument	a) Express attitude and opinions or temper statements with modal expressions (e.g., can, will).	Oregon agrees with Kansas suggestion: Construct argument and justify opinion with evidence, with the addition of P2.5c&d to a combined Standard 11a/b	Oregon agrees with Kansas comments: Combine/collapse a & b. Use the term 'argument' because that is the term used in ELA. Models need not be separated from other textual evidence in 'b'.  Add P2.5c&d to a combined Standard 11a/b
	11b	Justify own opinions and construct argument	b) Justify opinions by providing textual evidence with visual support.		

12a	<p>Select and apply varied and precise vocabulary and language structures to effectively convey ideas</p>	<p>a) Retell texts and recount experiences using key words with substantial support (e.g., word walls, pictures).</p>		<p>Oregon agrees with Kansas comments: Eliminate a &amp; b sub-statements and incorporate elements of both in the proficiency descriptors. Elements of b are more critical than a.</p> <p>Standard 12 is too general. Delete this and use combination of a) and b) instead. And, add all of Part 2 to this standard.</p>
12b	<p>Select and apply varied and precise vocabulary and language structures to effectively convey ideas</p>	<p>b) Use a select number of general academic and domain-specific words to add detail (e.g., adding the word scrumptious to describe a favorite food) while speaking and writing.</p>		

<b>Part 2</b>	<b>How Language Works</b>		<b>New Form of Standard Statement</b>	<b>Rationale/Comments</b> Part 2 Standards should be infused into Part 1 per suggestions in this column of Part 1.
1a	Demonstrate accurate production / be comprehensible	a) Develop command of the conventions of standard English pronunciation, grammar and usage when writing and speaking		
1b		b) Develop command of conventions of standard English capitalization, punctuation, and spelling when writing.		
2	Use verbs, verb types, and tenses to express what is happening			
3	Develop command of nouns and noun phrases			
4	Develop and expand modification (relative clauses, prepositional phrases, etc.)			
5a	Create cohesive discussion	a) Use pronouns or synonyms to refer the reader back or forward in text.	Unfortunately, Oregon didn't review this suggestion from Kansas, but I think they would agree with it: a) Use pronouns, synonyms, and connecting words or phrases to refer the reader back or forward in text.	

Part 2	How Language Works		New Form of Standard Statement	Rationale/Comments Part 2 Standards should be infused into Part 1 per suggestions in this column of Part 1.
5b	Create cohesive discussion	b) Use connecting words or phrases to refer the reader back or forward in text.		
5c	Create cohesive discussion	c) Combine clauses to develop cohesive discussion	Unfortunately, Oregon didn't review this suggestion from Kansas, but I think they would agree with it: b) Connect ideas and combine clauses to develop cohesive discussion.	
5d	Create cohesive discussion	d) Connect ideas to develop cohesive discussion		



<b>Part 3</b>	<b>Foundational Literacy Skills</b>		<b>New Form of Standard Statement</b>	<b>Rationale/Comments</b> Part 3 Standards should be infused into Part 1 per suggestions in this column of Part 1.
1a	Demonstrate foundational literacy	a) demonstrate understanding of the organization and basic feature of English language in print		
1b		b) Develop and apply phonics and word analysis skills		
1c		c) Develop fluency		
2	Demonstrate metalinguistic awareness	a) Apply knowledge of similarities and differences between language systems to acquire new language.		
		b) Develop phonological awareness: syllable, onset-rhyme and phoneme pronunciation, enunciation, intonation		
3	Demonstrate sociolinguistic/cultural awareness			