

# English Language Proficiency (ELP) Standards

with Correspondences to K–12 English Language Arts (ELA), Mathematics, and Science Practices, K–12 ELA Standards, and 6-12 Literacy Standards



# **English Language Proficiency (ELP) Standards**



# with Correspondences to K–12 Practices and Common Core State Standards

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#### Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the *critical language, knowledge about language,* and *skills using language* that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.

The 10 ELP Standards highlight a strategic set of language functions (what students <u>do</u> with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, **"What might an ELL's language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?"** 

#### How to Navigate this Document

The ELP Standards and supporting tools in this document are arranged in layers, with more detail added in each new layer. Use the hyperlinks in the bookmarks to the left of each page to navigate to the level of detail needed. The bookmark feature [in PDFs] and the navigation pane or Document Map [in Word documents] can be activated using the document tool bar. The ELP Standards with correspondences are labeled using the dot notation system (e.g., ELP Kindergarten Standard 3 = ELP.K.3.).

#### **Guiding Principles**

#### 1. Potential

ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate<sup>1</sup> curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs will produce language that includes features that distinguish them from their native-English-speaking peers, "it is possible [for ELLs] to achieve the standards for college-and-career readiness" (NGA Center & CCSSO, 2010b, p. 1).

#### 2. Funds of Knowledge

ELLs' primary languages and other social, cultural, and linguistic background knowledge and resources (i.e., their "funds of knowledge" [Moll, Amanti, Neff, & Gonzalez, 1992]) are useful tools to help them navigate back and forth among their schools and their communities' valuable resources as they develop the social, cultural, and linguistic competencies required for effective communication in English. In particular, an awareness of culture should be embedded within curriculum, instruction, and assessment provided to ELLs since "the more one knows about the other language and culture, the greater the chances of creating the appropriate cultural interpretation of a written or spoken text" (National Standards in Foreign Language Education Project, 2006, p. 37).

<sup>&</sup>lt;sup>1</sup> Grade appropriate is defined by the English language arts, mathematics, and science standards for that grade.

#### 3. Diversity in ELL Progress in Acquiring English Language Proficiency

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development, for example, "a student at Level 1" or "a student whose listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELLs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment. "Research has shown that ELLs can develop literacy in English even as their oral proficiency in English develops (Bunch, Kibler, & Pimentel, 2013, p. 15).

#### 4. Scaffolding

ELLs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student.

#### 5. Students with Limited or Interrupted Formal Education

ELLs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCSS) for ELA section "Reading: Foundational Skills" (NGA Center & CCSSO, 2010) for this purpose.

#### 6. Special Needs

ELLs with disabilities can benefit from English language development services (and are required to have language development goals as part of their Individualized Education Plans [IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.

#### 7. Access Supports and Accommodations

Based on their individual needs, all ELLs, including ELLs with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the access supports and

accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider ELL needs in relation to receptive and productive modalities. (See footnote in Table 2 for more information.)

#### 8. Multimedia, Technology, and New Literacies

New understandings around literacy (e.g., visual and digital literacies) have emerged around use of information and communication technologies (International Reading Association, 2009). Relevant, strategic, and appropriate multimedia tools and technology, aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELLs.

#### Design Features of the Standards

The 10 ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in **both** English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELLs' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development as that of the subject area teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. Content area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance. ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

The levels 1–5 descriptors for each of the 10 ELP Standards describe targets for ELL performance by the <u>end</u> of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP Standard, the levels 1–5 descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.

An ELL at any given point along his or her trajectory of English learning may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular skill at a lower proficiency level but need review at the next higher proficiency level when presented with a new or more complex type of text. As a reminder, by definition, ELL status is a temporary status. Thus, an English language proficiency level does not identify a student (e.g., "a Level 1 student"), but rather identifies what a student knows

and can do at a particular stage of English language development (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

#### Organization of the Standards

For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard's importance to ELLs' participation in the practices called for by college-and-career-ready ELA & Literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

#### Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
3	speak and write about grade-appropriate complex literary and informational texts and topics
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
5	conduct research and evaluate and communicate findings to answer questions or solve problems
6	analyze and critique the arguments of others orally and in writing
7	adapt language choices to purpose, task, and audience when speaking and writing
8	determine the meaning of words and phrases in oral presentations and literary and informational text
9	create clear and coherent grade-appropriate speech and text
10	make accurate use of standard English to communicate in grade- appropriate speech and writing

Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each

proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP Standard and descriptor should be reached and what additional topics should be addressed.

#### Alternate Organization of the ELP Standards

The ELP Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,<sup>2</sup> productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELLs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCSS for ELA Language domain.)

Modalities	Domains		Corresponding ELP Standards
<b>Receptive<sup>3</sup> modalities:</b> This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is	Listening and	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	Reading	8	determine the meaning of words and phrases in oral presentations and literary and informational text
<b>Productive modalities:</b> The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not		3	speak and write about grade-appropriate complex literary and informational texts and topics
possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the	Speaking and Writing	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)		7	adapt language choices to purpose, task, and audience when speaking and writing
<b>Interactive modalities:</b> Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and]	Listening, Speaking, Reading,	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication	and Writing	5	conduct research and evaluate and communicate findings to answer questions or solve problems
as language proficiency develops. (Phillips, 2008, p. 96)		6	analyze and critique the arguments of others orally and in writing

<sup>&</sup>lt;sup>2</sup> The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

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<sup>&</sup>lt;sup>3</sup> The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELLs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELLs and ELLs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are <u>not</u> the explicit focus of the construct(s) being instructed or assessed.

# Kindergarten ELP Standards

## Kindergarten: Standards 1 and 2

E	LP Standard		By the end of each En	glish language proficiency	v level, an ELL can	
	-	Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An ELL can construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	<ul> <li>with prompting and</li> <li>support (including</li> <li>context and visual aids),</li> <li>use a very limited set of</li> <li>strategies to:</li> <li>identify a few key</li> <li>words</li> </ul>	<ul> <li>with prompting and support</li> <li>(including context and visual aids), use an emerging set of strategies to: <ul> <li>identify some key words and phrases</li> </ul> </li> </ul>	<ul> <li>with prompting and support (including context and visual aids), use a developing set of strategies to:</li> <li>identify main topics</li> <li>ask and answer questions about key details</li> </ul>	<ul> <li>with prompting and support (including context and visual aids), use an increasing range of strategies to: <ul> <li>identify main topics</li> <li>answer questions about key details or parts of stories</li> <li>retell events</li> </ul> </li> </ul>	<ul> <li>with prompting and support (including context and visual aids), use a</li> <li>wide range of strategies to: <ul> <li>identify main topics</li> <li>answer questions about key details</li> <li>retell familiar stories</li> </ul> </li> </ul>
		from read-alouds and oral presentations of information or stories.	from read-alouds and oral presentations.	from read-alouds and oral presentations.	from read-alouds, picture books, and oral presentations.	from read-alouds, picture books, and oral presentations.
K.2	An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul> <li>listen with limited participation in short conversations</li> <li>respond to simple yes/no and some wh- questions</li> <li>about familiar topics.</li> </ul>	<ul> <li>participate in short conversations</li> <li>respond to simple yes/no and wh- questions</li> <li>about familiar topics.</li> </ul>	<ul> <li>participate in short conversations</li> <li>follow some rules for discussion</li> <li>respond to simple yes/no and wh- questions</li> <li>about familiar topics.</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>ask and answer simple questions</li> <li>follow increasing number of rules for discussion</li> <li>about a variety of topics.</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>ask and answer questions</li> <li>follow rules for discussion</li> <li>about a variety of topics.</li> </ul>

# Kindergarten: Standards 3, 4, and 5

EI	LP Standard		By the end of each En	glish language proficienc	y level, an ELL can	By the end of each English language proficiency level, an ELL can						
	-	Level 1	Level 2	Level 3	Level 4	Level 5						
	An ELL can	<ul> <li>communicate simple information or feelings</li> </ul>	<ul> <li>communicate simple information or feelings</li> </ul>	<ul> <li>communicate information or feelings</li> </ul>	<ul> <li>tell or dictate simple messages</li> </ul>	<ul> <li>make simple oral presentations</li> </ul>						
	speak and write about grade-					<ul> <li>compose short written texts</li> </ul>						
K.3	appropriate complex literary											
	and informational texts and topics.	about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar topics, experiences, or events.	about a variety of topics, experiences, or events.	about a variety of topics, experiences, or events.						
	An ELL can	<ul> <li>express a feeling or opinion</li> </ul>	<ul> <li>express an opinion or preference</li> </ul>	<ul> <li>express an opinion or preference</li> </ul>	<ul> <li>express an opinion or preference</li> </ul>	<ul> <li>express an opinion or preference</li> </ul>						
K.4	appropriate oral and written claims and support them	about a familiar topic	about a familiar topic	about a familiar topic or story	about a variety of topics or stories	about a variety of topics or stories						
	with reasoning and evidence.	showing limited control.	showing emerging control.	showing developing control.	showing increasing control.	showing increasing control.						
	An ELL can	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,						
K.5	conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>recall information from experience or from a provided source.</li> </ul>	<ul> <li>recall information from experience or use information from a provided source to answer a question.</li> </ul>	<ul> <li>recall information from experience or use information from provided sources to answer a question</li> <li>showing developing control.</li> </ul>	<ul> <li>recall information from experience or use information from provided sources to answer a question</li> <li>showing increasing control.</li> </ul>	<ul> <li>recall information from experience or use information from provided sources to answer a question</li> <li>showing increasing control.</li> </ul>						

# Kindergarten: Standards 6, 7, and 8

E	LP Standard		By the end of each En	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
K.6	An ELL can analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul> <li>with prompting and support,</li> <li>identify a reason an author or speaker gives to support a point.</li> </ul>	<ul> <li>with prompting and support,</li> <li>identify appropriate reasons an author or speaker gives to support main points.</li> </ul>
К.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul> <li>show a developing awareness of the difference between appropriate language for the playground and language for the classroom.</li> </ul>	<ul> <li>show awareness of differences between informal ("playground speech") and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>
K.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul> <li>with prompting and support (including context and visual aids),</li> <li>recognize the meaning of a few frequently occurring words</li> <li>in simple oral presentations and read- alouds about familiar topics, experiences, or events.</li> </ul>	<ul> <li>with prompting and support (including context and visual aids),</li> <li>recognize the meaning of some frequently occurring words and phrases</li> <li>in simple oral presentations and read- alouds about familiar topics, experiences, or events.</li> </ul>	<ul> <li>with prompting and support (including context and visual aids),</li> <li>answer questions to help determine the meaning of some words and phrases</li> <li>in simple oral presentations and read- alouds about familiar topics, experiences, or events.</li> </ul>	<ul> <li>with prompting and support (including context and visual aids),</li> <li>answer and sometimes ask questions about the meaning of words and phrases</li> <li>in simple oral presentations and read- alouds about a variety of topics, experiences, or events.</li> </ul>	<ul> <li>with prompting and support (including context and visual aids),</li> <li>answer and ask questions about the meaning of words and phrases</li> <li>in simple oral presentations and read- alouds about a variety of topics, experiences, or events.</li> </ul>

# Kindergarten: Standards 9 and 10

EL	P Standard		By the end of each En	glish language proficienc	y level, an ELL can	
	_	Level 1	Level 2	Level 3	Level 4	Level 5
K.9	An ELL can create clear and coherent grade- appropriate speech and text.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<ul> <li>with support (including visual aids, context),</li> <li>retell several events from experience or a familiar story</li> </ul>	<ul> <li>with support (including visual aids, context),</li> <li>retell a simple sequence of events from experience or a familiar story</li> </ul>	<ul> <li>with support (including visual aids),</li> <li>retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end</li> </ul>
				with developing control of some frequently occurring linking words (e.g., <i>and</i> , <i>then</i> ).	with increasingly independent control of frequently occurring linking words.	using frequently occurring linking words.
K.10	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and writing.	<ul> <li>with support (including context and visual aids),</li> <li>recognize and use a small number of frequently occurring nouns and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including context and visual aids),</li> <li>recognize and use frequently occurring nouns, verbs, and short phrases</li> <li>respond to yes/no and wh- questions</li> <li>produce a few simple sentences</li> </ul>	<ul> <li>with support (including context and visual aids),</li> <li>recognize and use frequently occurring regular plural nouns, verbs, and prepositions</li> <li>use and respond to question words</li> <li>produce simple sentences</li> </ul>	<ul> <li>with support (context and visual aids),</li> <li>recognize and use frequently occurring regular plural nouns, verbs, and prepositions</li> <li>use and respond to question words;</li> <li>produce and expand simple sentences</li> </ul>	<ul> <li>with increasing independence,</li> <li>use frequently occurring regular plural nouns, verbs, prepositions, and question words</li> <li>ask and answer interrogatives (wh- questions)</li> <li>produce and expand simple sentences</li> </ul>
			in shared language activities.	in shared language activities.	in shared language activities.	in shared language activities.

## Grade 1 ELP Standards

## Grade 1: Standards 1 and 2

E	LP Standard		By the end of each Eng	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An ELL can construct meaning from oral	with prompting and support (including context and visual aids), use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
1.1	presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	<ul> <li>identify a few key words</li> </ul>	<ul> <li>identify key words and phrases</li> </ul>	<ul> <li>identify main topics,</li> <li>answer questions about key details</li> <li>retell some key details or events</li> </ul>	<ul> <li>identify main topics</li> <li>ask and answer questions about an increasing number of key details</li> <li>retell familiar stories or episodes of stories</li> </ul>	<ul> <li>identify main topics</li> <li>ask and answer questions about key details</li> <li>retell stories, including key details</li> </ul>
	viewing.	from read-alouds, picture books, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-aloud texts, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.
1.2	An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader	<ul> <li>listen to short conversations</li> <li>respond to simple yes/no and some wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>take turns</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in short discussions, conversations, and short written exchanges</li> <li>follow rules for discussion</li> <li>ask and answer simple questions</li> </ul>	<ul> <li>participate in discussions, conversations, and written exchanges</li> <li>follow rules for discussion</li> <li>ask and answer questions</li> <li>respond to the comments of others</li> <li>make comments of his or her own</li> </ul>	<ul> <li>participate in extended discussions, conversations, and written exchanges</li> <li>follow rules for discussion</li> <li>ask and answer questions</li> <li>build on the comments of others</li> <li>contribute his or her own comments</li> </ul>
	comments and questions.	about familiar topics.	about familiar topics.	about familiar topics.	about a variety of topics and texts.	about a variety of topics and texts.

# Grade 1: Standards 3, 4, and 5

	ELP Standard		By the end of each E	nglish language proficie	ncy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.	<ul> <li>communicate simple information or feelings</li> </ul>	<ul> <li>communicate simple messages</li> </ul>	<ul> <li>deliver short simple oral presentations</li> <li>compose short written texts</li> </ul>	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts	<ul> <li>including a few</li> <li>descriptive details,</li> <li>deliver oral</li> <li>presentations</li> <li>compose written texts</li> </ul>
		about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar topics, stories, experiences, or events.	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.
1.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	express a preference or opinion     about familiar topics or experiences.	• express an opinion about familiar topics, experiences, or events.	<ul> <li>express an opinion</li> <li>give a reason for the opinion</li> <li>about familiar stories, experiences, or events.</li> </ul>	<ul> <li>express opinions</li> <li>give a reason for the opinion</li> <li>about a variety of texts topics, experiences, and events.</li> </ul>	<ul> <li>express opinions</li> <li>introduce the topic</li> <li>give a reason for the opinion</li> <li>provide a sense of closure</li> <li>about a variety of texts, topics, experiences, or events.</li> </ul>
1.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>with prompting and support from adults,</li> <li>participate in shared research projects</li> <li>gather information</li> <li>label information</li> </ul>	<ul> <li>with prompting and support from adults,</li> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize some key information</li> </ul>	<ul> <li>with prompting and support from adults,</li> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize information</li> </ul>	<ul> <li>with prompting and support from adults,</li> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize information</li> <li>answer a question</li> </ul>	<ul> <li>with prompting and support from adults,</li> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize information</li> <li>answer a question</li> </ul>
		from provided sources showing limited control.	from provided sources showing emerging control.	from provided sources showing developing control.	from provided sources showing increasingly independent control.	from provided sources showing independent control.

# Grade 1: Standards 6, 7, and 8

	ELP Standard		By the end of each	n English language profi	ciency level, an ELL can	
	-	Level 1	Level 2	Level 3	Level 4	Level 5
1.6	An ELL can analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	<ul> <li>with prompting and support,</li> <li>identify a reason an author or a speaker gives to support a point.</li> </ul>	<ul> <li>identify one or two reasons an author or a speaker gives to support the main point.</li> </ul>	<ul> <li>identify reasons an author or a speaker gives to support the main point.</li> </ul>	<ul> <li>identify appropriate reasons an author or a speaker gives to support the main point.</li> </ul>
1.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<ul> <li>show a developing awareness of the difference between appropriate language for the playground and language for the classroom.</li> </ul>	<ul> <li>show awareness of differences between informal "playground speech" and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time</li> <li>use words learned through conversations, reading, and being read to.</li> </ul>
1.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul> <li>with prompting and support (including context and visual aids),</li> <li>recognize the meaning of a few frequently occurring words and phrases</li> <li>in simple oral presentations and read-</li> </ul>	<ul> <li>with prompting and support (including context and visual aids),</li> <li>answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases</li> <li>in simple oral presentations and read-</li> </ul>	<ul> <li>using sentence-level context and visual aids,</li> <li>answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases</li> <li>in oral presentations, read-alouds, and simple</li> </ul>	<ul> <li>using sentence context,</li> <li>visual aids, and some</li> <li>knowledge of frequently</li> <li>occurring root words and</li> <li>their inflectional forms,</li> <li>answer and ask questions</li> <li>to help determine the</li> <li>meaning of less common</li> <li>words, phrases, and</li> <li>simple idiomatic</li> <li>expressions</li> <li>in oral presentations and</li> <li>written texts about a variety</li> </ul>	<ul> <li>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed, -ing, and some common</i> <i>prefixes</i>),</li> <li>answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions</li> <li>in oral presentations and written texts about a variety</li> </ul>
		presentations and read- alouds about familiar topics, experiences, or events.	presentations and read- alouds about familiar topics, experiences, or events.	read-alouds, and simple texts about familiar topics, experiences, or events.	written texts about a variety of topics, experiences, or events.	written texts about a variety of topics, experiences, or events.

## Grade 1: Standards 9 and 10

E	LP Standard		By the end of each	English language proficie	ncy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An ELL can create clear and coherent grade-	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences),	with support (including modeled sentences),		
1.9	appropriate speech and text.		<ul> <li>retell an event</li> <li>present simple information</li> </ul>	<ul> <li>retell (in speech or writing) a simple sequence of events in the correct order</li> <li>present simple information</li> </ul>	<ul> <li>recount two or three events in sequence</li> <li>present simple information about a topic</li> </ul>	<ul> <li>recount a more complex sequence of events in the correct order</li> <li>introduce a topic</li> <li>provide some facts about a topic</li> </ul>
			with emerging control of some frequently occurring linking words.	with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	with increasingly independent control of some temporal words (e.g., <i>next, after</i> ), and some frequently occurring linking words ( <i>and, so</i> ).	using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).
1.10	An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.	<ul> <li>with support (including context and visual aids),</li> <li>understand and use a small number of frequently occurring nouns and verbs,</li> <li>understand and use very simple sentences</li> <li>respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences)</li> <li>recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or)</li> <li>produce simple sentences.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use some singular and plural nouns</li> <li>use verbs in the present and past tenses</li> <li>use frequently occurring prepositions and conjunctions</li> <li>produce and expand simple sentences</li> </ul>	<ul> <li>use an increasing number of singular and plural nouns, and verbs</li> <li>use present and past verb tenses with appropriate subject-verb agreement</li> <li>use frequently occurring prepositions and conjunctions</li> <li>produce and expand simple and some compound sentences</li> </ul>	<ul> <li>use singular and plural nouns with matching verbs,</li> <li>use past, present, and future verb tenses</li> <li>use frequently occurring prepositions and conjunctions</li> <li>produce and expand simple and compound sentences</li> </ul>
				in response to prompts.	in response to prompts.	in response to prompts.

# Grades 2-3 ELP Standards

## Grades 2-3: Standards 1 and 2

E	LP Standard		By the end of each Eng	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An ELL can construct	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
2-3.1	meaning from oral presentations and literary and informational text through grade- appropriate listening,	<ul> <li>identify a few key words and phrases</li> </ul>	<ul> <li>identify some key words and phrases</li> <li>identify the main topic or message/lesson</li> </ul>	<ul> <li>identify the main topic or message</li> <li>answer questions</li> <li>retell some key details</li> </ul>	<ul> <li>determine the main idea or message</li> <li>identify or answer questions about some key details that support the main idea/message</li> <li>retell a variety of stories</li> </ul>	<ul> <li>determine the main idea or message</li> <li>tell how key details support the main idea</li> <li>retell a variety of stories</li> </ul>
	reading, and viewing.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.	from read-alouds, written texts, and oral communications.
2-3.2	An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader	<ul> <li>listen to and occasionally participate in short conversations</li> <li>respond to simple yes/no and some wh- questions.</li> </ul>	<ul> <li>participate in short conversations, discussions, and written exchanges</li> <li>take turns</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in short discussions and written exchanges</li> <li>follow the rules for discussion</li> <li>ask questions to gain information or clarify understanding</li> <li>respond to the comments of others</li> <li>contribute his or her own comments</li> </ul>	<ul> <li>participate in discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer questions</li> <li>build on the ideas of others</li> <li>contribute his or her own ideas</li> </ul>	<ul> <li>participate in extended discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer questions</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> </ul>
	comments and questions.	about familiar topics.	about familiar topics.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.

# Grades 2-3: Standards 3, 4, and 5

E	LP Standard		By the end of each En	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver simple oral presentations</li> <li>compose written texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>	<ul> <li>with some details,</li> <li>deliver oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>
		about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.
2-3.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• express an opinion about a familiar topic or story.	<ul> <li>express an opinion</li> <li>give one or more reasons for the opinion</li> <li>about a familiar topic or story.</li> </ul>	<ul> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> <li>about a variety of topics.</li> </ul>	<ul> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> <li>provide a concluding statement</li> <li>about a variety of topics.</li> </ul>
2-3.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects</li> <li>gather information from provided sources</li> <li>label information.</li> </ul>	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects</li> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record some information/observations in simple notes.</li> </ul>	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects</li> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record information/ observations in orderly notes.</li> </ul>	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>gather information from multiple sources</li> <li>sort evidence into provided categories.</li> </ul>	<ul> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>gather information from multiple sources</li> <li>sort evidence into categories.</li> </ul>

# Grades 2-3: Standards 6, 7, and 8

EI	P Standard		By the end of each E	nglish language proficier	ncy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.6	An ELL can analyze and critique the arguments of others orally and in writing.	<ul> <li>with prompting and support,</li> <li>use a few frequently occurring words and phrases to identify a point an author or a speaker makes.</li> </ul>	<ul> <li>with prompting and support,</li> <li>identify a reason an author or a speaker gives to support the main point.</li> </ul>	<ul> <li>tell how one or two reasons support the main point an author or a speaker makes.</li> </ul>	• tell how one or two reasons support the specific points an author or a speaker makes.	<ul> <li>describe how reasons support the specific points an author or a speaker makes.</li> </ul>
2-3.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>compare examples of the formal and informal use of English</li> <li>(at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.</li> </ul>	<ul> <li>adapt language choices, as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wider range of general academic and content- specific words in conversations and discussions.</li> </ul>	<ul> <li>adapt language choices, as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.</li> </ul>
2-3.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul> <li>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</li> </ul>	<ul> <li>using context, visual aids, and knowledge of morphology in his or her native language,</li> <li>ask and answer questions about the meaning of frequently occurring words, phrases, and expressions</li> <li>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</li> </ul>	<ul> <li>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</li> <li>determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions</li> <li>in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.</li> </ul>	<ul> <li>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</li> <li>determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> <li>in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events.</li> </ul>	<ul> <li>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),</li> <li>determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions</li> <li>(at Grade 3) some general academic and content- specific vocabulary</li> <li>in oral presentations and written texts about a variety of topics, experiences, or events.</li> </ul>

## Grades 2-3: Standards 9 and 10

E	LP Standard		By the end of each English language proficiency level, an ELL can				
		Level 1	Level 2	Level 3	Level 4	Level 5	
	An ELL can create clear and coherent grade-	with support (including context and visual aids), and using non-verbal communication,	with support (including visual aids and modeled sentences),	with support (including modeled sentences),	with increasingly independent control,	with independent control,	
ون	appropriate speech and text.	<ul> <li>communicate simple information about an event or topic</li> <li>use a narrow range of</li> </ul>	<ul> <li>communicate simple information about a topic</li> <li>recount two events in sequence</li> </ul>	<ul> <li>present a few pieces of information about a topic</li> <li>recount a short</li> </ul>	<ul> <li>introduce an informational topic</li> <li>present facts about the topic</li> </ul>	<ul> <li>introduce an informational topic</li> <li>present facts about the topic</li> </ul>	
2-3		vocabulary and syntactically simple sentences with limited control.	<ul> <li>use frequently occurring linking words (e.g., and, then) with emerging control.</li> </ul>	<ul> <li>sequence of events</li> <li>use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.</li> </ul>	<ul> <li>recount a sequence of events, using temporal words (<i>before, after,</i> <i>soon</i>)</li> <li>use linking words (e.g., <i>because, and, also</i>) to connect ideas or events.</li> </ul>	<ul> <li>use temporal words to recount a coherent sequence of events,</li> <li>use linking words (e.g., because, and, also) to connect ideas and events</li> <li>provide a concluding statement about the topic.</li> </ul>	
	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and	<ul> <li>with support (including context and visual aids),</li> <li>understand and use a small number of frequently occurring nouns and verbs</li> <li>respond to simple</li> </ul>	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>recognize and use some frequently occurring collective nouns (e.g. <i>group</i>)</li> <li>recognize and use some frequently ensure the some frequently ensure the some frequent of the source of th</li></ul>	<ul> <li>with support (including modeled sentences),</li> <li>use some collective nouns</li> <li>use the past tense of some frequently occurring irregular verbs</li> </ul>	<ul> <li>use collective nouns</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use an increasing number</li> </ul>	<ul> <li>use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>)</li> <li>use the past tense of</li> </ul>	
2-3.10	writing.	questions.	<ul> <li>frequently occurring verbs, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul>	<ul> <li>use some frequently occurring adjectives, adverbs, and conjunctions</li> <li>produce and expand simple and some compound sentences.</li> </ul>	of adjectives, adverbs, and conjunctions • produce and expand simple, compound, and (at Grade 3) a few complex sentences.	<ul> <li>frequently occurring irregular verbs</li> <li>use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs</li> <li>produce and expand simple, compound, and (at Grade 3) some complex sentences.</li> </ul>	

## **Grades 4–5 ELP Standards**

### Grades 4-5: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can					
		Level 1	Level 2	Level 3	Level 4	Level 5	
4-5.1	An ELL can construct meaning from oral presentations and literary and informational text through grade- appropriate listoning	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written	
	listening, reading, and viewing.	written texts, and oral presentations.	written texts, and oral presentations.	written texts, and oral presentations.	texts, and oral presentations.	texts, and oral presentations.	
4-5.2	An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and wh- questions</li> </ul>	<ul> <li>participate in short conversations and discussions</li> <li>participate in short written exchanges</li> <li>respond to others' comments</li> <li>add some comments of his or her own</li> <li>ask and answer questions</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>participate in written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> </ul>	<ul> <li>participate in extended conversations and discussions</li> <li>participate in extended written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and detailed information using evidence</li> <li>summarize the key ideas expressed</li> </ul>	
		about familiar topics.	about familiar topics and texts.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.	

# Grades 4-5: Standards 3, 4, and 5

E	LP Standard		By the end of each En	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	• communicate simple information	<ul> <li>deliver short oral presentations</li> <li>compose written texts</li> </ul>	<ul> <li>including a few details,</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul>	<ul> <li>including some details,</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul>	<ul> <li>including details and</li> <li>examples to develop a</li> <li>topic,</li> <li>deliver oral presentations</li> <li>compose written narrative or informational texts</li> </ul>
		about familiar texts, topics, events, or objects in the environment.	about familiar texts, topics, and experiences.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experiences.	about a variety of texts, topics, and experiences.
4-5.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	<ul> <li>construct a simple claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>	<ul> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide a few reasons or facts to support the claim.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide several reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>
4-5.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>recall information from experience</li> <li>gather information from a few provided sources</li> <li>label some key information.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from provided sources</li> <li>record some information.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>identify key information in orderly notes.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>record information in organized notes, with charts, tables, or other graphics, as appropriate</li> <li>provide a list of sources.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources</li> <li>summarize key ideas and information in detailed and orderly notes, with graphics as appropriate</li> <li>provide a list of sources.</li> </ul>

# Grades 4-5: Standards 6, 7, and 8

E	LP Standard		By the end of each En	glish language proficien	cy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An ELL can analyze and critique the arguments of others orally and in writing.	<ul> <li>identify a point an author or speaker makes.</li> </ul>	<ul> <li>identify a reason an author or speaker gives to support a main point</li> <li>agree or disagree with the author or speaker.</li> </ul>	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	<ul> <li>describe how reasons support the specific points an author or speaker makes or fails to make.</li> </ul>	<ul> <li>explain how an author or speaker uses reasons and evidence to support or fail to support particular points</li> <li>(at grade 5) identify which reasons and evidence support which points.</li> </ul>
	An ELL can		with emerging control,	with developing control,	with increasing ease,	
4-5.7	adapt language choices to purpose, task, and audience when speaking and writing.	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices to different social and academic contents</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices according to purpose, task, and audience</li> <li>use an increasing number of general academic and content- specific words, phrases, and expressions</li> </ul>	<ul> <li>adapt language choices and style (includes register) according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific words and phrases</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wide variety of general academic and content-specific words and phrases</li> </ul>
				in conversation, discussions, and short written text.	in speech and writing.	in speech and writing.
4-5.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</li> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul>	<ul> <li>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</li> <li>determine the meaning of some frequently occurring words, phrases, and expressions</li> </ul>	<ul> <li>using context, visual aids, reference materials, and a developing knowledge of English morphology,</li> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul>	<ul> <li>using context, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul>	<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes,</li> </ul>
		in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	adages, and proverbs) in texts about a variety of topics, experiences, or events.

## Grades 4-5: Standards 9 and 10

E	LP Standard		By the end of each En	glish language proficien	cy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	An ELL can create clear and coherent grade- appropriate speech and text.	<ul> <li>with support (including context and visual aids), and using non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>communicate simple information about a topic</li> <li>recount a simple sequence of events in order</li> <li>use frequently occurring linking words (e.g., and, then)</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>recount a short sequence of events in order</li> <li>use an increasing range of temporal and other linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use a variety of linking words and phrases to connect ideas, information, or events</li> <li>provide a concluding statement or section.</li> </ul>
		with limited control.	with emerging control.	with developing control.	with increasingly independent control.	
4-5.10	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and writing.	<ul> <li>with support (including context and visual aids),</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use some relative pronouns (e.g., who, whom, which, that),</li> <li>use some relative adverbs (e.g., where, when, why),</li> <li>use some prepositional phrases</li> <li>produce and expand simple and compound sentences.</li> </ul>	<ul> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why),</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why)</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>use the progressive and perfect verb tenses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>

## Grades 6–8 ELP Standards

### Grades 6-8: Standards 1 and 2

E	LP Standard		By the end of each Eng	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL can construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text.	<ul> <li>use an increasing range of strategies to:</li> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text.
6-8.2	An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>

# Grades 6-8: Standards 3, 4, and 5

E	LP Standard		By the end of each En	glish language proficienc	y level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, and experiences.	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>about familiar texts, topics, experiences, or events.</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details</li> <li>about familiar texts, topics, and experiences.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> <li>about a variety of texts, topics, and experience.</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information</li> <li>about a variety of texts, topics, and experiences.</li> </ul>
6-8.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	<ul> <li>construct a claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>	<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>
6-8.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather information from provided sources</li> <li>record some data and information.</li> </ul>	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>

# Grades 6-8: Standards 6, 7, and 8

EI	P Standard		By the end of each E	nglish language proficien	cy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.6	An ELL can analyze and critique the arguments of others orally and in writing.	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>	<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>
6-8.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>with emerging control,</li> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>	<ul> <li>with developing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>with increasing ease,</li> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>with ease,</li> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content-specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>
6-8.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words and simple phrases</li> <li>in texts about familiar topics, experiences, or events.</li> </ul>	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	<ul> <li>using context, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> <li>in texts about a variety of topics, experiences, or events.</li> </ul>	<ul> <li>using context, reference materials, and knowledge of English morphology,</li> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> <li>in texts about a variety of topics, experiences, or events.</li> </ul>

# Grades 6-8: Standards 9 and 10

E	LP Standards		By the end of each	English language proficien	cy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8-9	An ELL can create clear and coherent grade- appropriate speech and text.	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informational topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>
6-8.10	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and writing.	<ul> <li>with limited control.</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple</li> </ul>	<ul> <li>with emerging control.</li> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with developing control.</li> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases</li> </ul>	<ul> <li>with increasingly independent control.</li> <li>use an increasing number of intensive/reflexive pronouns (e.g., <i>myself</i>, <i>ourselves</i>) and verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> </ul>
		questions.		<ul> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>recognize and correct most misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>

# Grades 9–12 ELP Standards

## Grades 9-12: Standards 1 and 2

E	LP Standard		By the end of each E	nglish language proficie	ncy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	An ELL can construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	<ul> <li>use a developing set of strategies to:</li> <li>determine the central idea or theme in oral presentations and written texts</li> <li>explain how the theme is developed by specific details in the texts</li> <li>summarize part of the text.</li> </ul>	<ul> <li>use an increasing range of strategies to:</li> <li>determine two central ideas or themes in oral presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the texts to support the analysis</li> <li>summarize a simple text.</li> </ul>	<ul> <li>use a wide range of strategies to:</li> <li>determine central ideas or themes in presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the texts to support the analysis</li> <li>summarize a text.</li> </ul>
9-12.2	An ELL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present information</li> <li>respond to simple yes/no questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly and persuasively</li> <li>refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>ask and answer questions that probe reasoning and claims</li> <li>summarize the key points and evidence discussed.</li> </ul>

# Grades 9-12: Standards 3, 4, and 5

E	LP Standard		By the end of ea	ach English language pro	oficiency level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	An ELL can speak and write about grade- appropriate complex literary and informational texts and topics.	<ul><li>with support</li><li>(including modeled sentences),</li><li>communicate information</li></ul>	<ul> <li>with support (including modeled sentences),</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>deliver short oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with a few details</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with some relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>fully develop the topic with relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>
		about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, or events.	about a variety of texts, topics, or events.	about a variety of texts, topics, or events.
9-12.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	<ul> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>give a reason to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a substantive claim about a variety of topics</li> <li>introduce the claim</li> <li>distinguish it from a counter- claim</li> <li>provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim</li> <li>provide a conclusion that summarizes the argument presented.</li> </ul>
9-12.5	An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events.</li> </ul>	<ul> <li>gather information from provided print and digital sources</li> <li>summarize data and information.</li> </ul>	<ul> <li>carry out short research projects to answer a question</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>evaluate the reliability of each source</li> <li>integrate information into an organized oral or written report</li> <li>cite sources appropriately.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use advanced search terms effectively</li> <li>evaluate the reliability of each source</li> <li>analyze and integrate information into a clearly organized oral or written text</li> <li>cite sources appropriately.</li> </ul>

E	LP Standard		By the end of eacl	h English language proficie	ncy level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.6	An ELL can analyze and critique the arguments of others orally and in writing.	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>	<ul> <li>explain the reasons an author or a speaker gives to support a claim</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite specific textual evidence to thoroughly support the analysis.</li> </ul>
9-12.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices to task and audience with emerging control</li> <li>use some frequently occurring general academic and content- specific words in conversation and discussion.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience with developing ease</li> <li>use an increasing number of general academic and content-specific words and expressions in speech and written text</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of complex general academic and content-specific words and phrases</li> <li>adopt and maintain a formal style in speech and writing, as appropriate.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience with ease</li> <li>use a wide variety of complex general academic and content- specific words and phrases</li> <li>employ both formal and more informal styles effectively, as appropriate.</li> </ul>
9-12.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>in texts about familiar topics experiences or</li> </ul>	<ul> <li>using context, visual aids, reference materials, and knowledge of morphology in their native language,</li> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> </ul>	<ul> <li>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</li> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</li> <li>in texts about a variety of topics experiences or</li> </ul>	<ul> <li>using context, complex</li> <li>visual aids, reference</li> <li>materials, and consistent</li> <li>knowledge of English</li> <li>morphology,</li> <li>determine the meaning of general academic and content-specific words</li> <li>and phrases, figurative</li> <li>and connotative language</li> <li>(e.g., irony, hyperbole),</li> <li>and idiomatic expressions</li> <li>in texts about a variety of</li> </ul>
		topics, experiences, or events.	topics, experiences, or events.	experiences, or events.	topics, experiences, or events.	topics, experiences, or events.

# Grades 9-12: Standards 6, 7, and 8

# Grades 9-12: Standards 9 and 10

EL	P Standards		By the end of each	English language proficie	ency level, an ELL can	
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	An ELL can create clear and coherent grade- appropriate speech and text.	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a short sequence of events in order, and</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas (e.g., <i>first, next, because</i>)</li> <li>with emerging control.</li> </ul>	<ul> <li>recount a sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement</li> <li>with increasingly independent control.</li> </ul>	<ul> <li>recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order</li> <li>introduce and effectively develop an informational topic with facts, details, and evidence</li> <li>use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>
9-12.10	An ELL can make accurate use of standard English to communicate in grade- appropriate speech and writing.	<ul> <li>with support (including modeled sentences),</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)</li> <li>use simple clauses (e.g., independent, dependent, relative, adverbial)</li> <li>produce and expand simple, compound and a few complex sentences.</li> </ul>	<ul> <li>use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use complex phrases and clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>

# Supporting Tools:

- K-12 Practices Matrix
- Grade Level ELA Standards Matrices
- Grade Level ELP Standards with Correspondences to ELA Standards
- Grade Level Literacy Standards Matrices
- Grade Level ELP Standards with Correspondences to Literacy Standards

## Design Features of the Correspondences with English Language Arts/Literacy, Mathematics, and Science Standards

To ensure the ELP standards specify the language that all ELLs must acquire in order to successfully engage with college-and-careerready standards in ELA & Literacy, mathematics, and science, two methods of correspondence mappings have been conducted for these ELP Standards:

## 1. Correspondences with the CCSS for Mathematics and Next Generation Science Standards (NGSS) Practices

Following the guidance found in the CCSSO *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (the "CCSSO ELPD <u>Framework</u>") (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The <u>CCSS Standards for Mathematical Practices a.k.a.</u>, the Mathematical Practices are the first eight standards for the CCSS for Mathematics and the <u>NGSS Science and Engineering Practices</u> are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the CCSSO ELPD Framework since the CCSS for ELA & Literacy did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).

## 2. Correspondences with the CCSS for ELA & Literacy Standards

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

## What are the practices?

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

The practices identified within the CCSS for Mathematics and the NGSS are key parts of the standards themselves.<sup>5</sup> Because the CCSS for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created for the CCSSO ELPD Framework through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.

<sup>&</sup>lt;sup>4</sup> As noted in the CCSS for ELA & Literacy, the K–5 standards focus on reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher; grades 6–12 are covered in two content area–specific sections, the first for English language arts teachers and the second for teachers of history/social studies, science, and technical subjects.

<sup>&</sup>lt;sup>5</sup> States who are applying for flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, must have ELP Standards that correspond to the state's college-and-career-ready standards.

# Relationships and Convergences

#### Found in:

1. CCSS for Mathematics (practices)

2a. CCSS for ELA & Literacy (student capacity)

2b. ELPD Framework (ELA "practices")

3. NGSS (science and engineering practices)

#### Notes:

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

# Stanford

EDUCATION

## Understanding Language Language Language, Literacy, and Learning in the Content Areas

#### Suggested citation:

Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford. CA: Stanford University.



**MP1.** Make sense of problems and persevere in solving them

MP2. Reason abstractly and quantitatively

MP6. Attend to precision

**MP7.** Look for and make use of structure

MP8. Look for and express regularity in repeated reasoning

#### EP7\*.

Use technology and digital media strategically and capably

**MP5.** Use appropriate tools strategically

SP2. Develop and use models SP4. Model with mathematics

**SP5.** Use mathematics and computational thinking

**EP1.** Support analysis of range of gradelevel complex texts and evidence

**MP3 and EP3.** Construct viable and valid arguments from evidence and critique reasoning of others

**SP7.** Engage in argument from evidence

Science

SP1. Ask questions and define problems

**SP3.** Plan and carry out investigations

SP4. Analyze and interpret data

**SP6.** Construct explanations and design solutions

SP8. Obtain evaluate, and communicate information

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

**EP4.** Build and present knowledge through research by integrating, comparing, and synthesizing ideas from text

**EP5.** Build upon the ideas of others and articulate their own clearly when working collaboratively

**EP6.** Use English structures to communicate context specific messages

ELA

# Why are no correspondence analyses shown between the ELP Standards and the CCSS for Standards for Mathematical Content and the NGSS Core Ideas?

In coordination with the ELPD Framework authors, the WestEd ELP Standards development team followed the ELPD Framework method for ELP Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and ELA practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach ELP Standards correspondences with mathematics [and science] because . . .

The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematicians used to think. If we think of the Mathematical Practices (MP) [the *Standards for Mathematical Practice*] as the reading and writing (R&W) of mathematics and the content standards (C) as the literature (L) —

## MP : C :: R&W : L, or, equivalently, MP : R&W :: C : L

— then it makes more sense to correspond to the *Standards for Mathematical Practice* (R&W) as opposed to the *Standards for Mathematical Content* (C) (P. Daro, personal communication, July 19, 2013).

## How do the practices interrelate?

The Understanding Language Initiative Venn diagram shown in Figure 1 (Cheuk, 2013) depicts the relationships and convergences among the *student actions* described by the practices.<sup>6</sup> For example, the central overlap of the three circles highlights the central role of evidence in the CCSS and the NGSS. In comparison, the ELP Standards address the types of *language proficiency* that ELLs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Standard than the groupings shown in Figure 1). "By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, 2012, p. 16).

## What is the purpose of the two correspondence matrices shown on pp. 16-17?

The purpose of the K-12 Practices Matrix and the Kindergarten ELA Standards Matrix is to help teachers design lesson plans which leverage the strongest correspondences between the ELP Standards and the CCSS and NGSS. However, depending on the instructional activity, and as educators' familiarity with the standards is built, educators may identify other correspondences that also make sense. The matrices are intended to help educators start with correspondence analyses—they are not an endpoint. The matrices do not contain a fixed set of correspondences.

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

## K-12 Practices Matrix

Use the K-12 Practices Matrix to identify a practice and its corresponding ELP Standard.

Pract	ices	ELP Standards									
ELA '	'Practices" <sup>7</sup> (EP)	1	2	3	4	5	6	7	8	9	10
EP1.	Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2.	Produce clear and coherent writing in which the development,										
	organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3.	Construct valid arguments from evidence and critique the reasoning of										
	others.	EP3			EP3		EP3				
EP4.	Build and present knowledge through research by integrating,										
	comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5.	Build upon the ideas of others and articulate his or her own when										
	working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6.	Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6
Math	nematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
	Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2.	Reason abstractly and quantitatively.										
MP3.	Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4.	Model with mathematics.										
MP5.	Use appropriate tools strategically.										
MP6.	Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7.	Look for and make use of structure.										
MP8.	Look for and express regularity in repeated reasoning.										
Scier	ice Practices (SP)	1	2	3	4	5	6	7	8	9	10
SP1.	Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2.	Develop and use models.										
SP3.	Plan and carry out investigations.					SP3					
SP4.	Analyze and interpret data.		SP4		SP4						1
SP5.	Use mathematics and computational thinking.		1				1				
SP6.	Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7.	Engage in argument from evidence.				SP7		SP7			SP7	
SP8.	Obtain, evaluate, and communicate information.	1	SP8								

<sup>&</sup>lt;sup>7</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 do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

## Kindergarten ELA Standards Matrix

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

	ELP Standards		Correspondir	g CCSS for E	LA Standards	
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	6	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4, 5	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1	3	
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4		2	4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			2, 3	4, 6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

# Kindergarten ELP Standards with Correspondences

	By the end of each English language proficiency level, an ELL can					
ELP.K.1.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can	with prompting and	with prompting and	with prompting and	with prompting and	with prompting and	
	support (including context	support (including context	support (including context	support (including context	support (including contex	
construct meaning	and visual aids), use a very	and visual aids), use an	and visual aids), use a	and visual aids), use an	and visual aids), use a	
from oral	limited set of strategies to:	emerging set of strategies	developing set of strategies	s increasing range of	wide range of strategies	
presentations and		to:	to:	strategies to:	to:	
	<ul> <li>identify a few key words</li> </ul>	<ul> <li>identify some key words</li> </ul>	<ul> <li>identify main topics</li> </ul>	<ul> <li>identify main topics</li> </ul>	<ul> <li>identify main topics</li> </ul>	
literary and		and phrases	<ul> <li>ask and answer</li> </ul>	<ul> <li>answer questions about</li> </ul>	<ul> <li>answer questions about</li> </ul>	
informational text			questions about key	key details or parts of	key details	
through grade-			details	stories	<ul> <li>retell familiar stories</li> </ul>	
appropriate listening,				retell events	i reten runnar stories	
reading, and viewing						
• • •	from read-alouds and oral	from read-alouds and oral	from read-alouds and oral	from read-alouds, picture	from read-alouds, picture	
	presentations of	presentations.	presentations.	books, and oral	books, and oral	
	information or stories.	P		presentations.	presentations.	
	when engag	ging in one or more of the	following content-spe	cific practices:		
<b>EP1.</b> Support analyses of a	a range of grade-level complex	texts with evidence.	1	<b>MP1.</b> Make sense of problems	SP1. Ask questions and	
EP3. Construct valid argur	ments from evidence and critiq	ue the reasoning of others.		and persevere in solving	define problems.	
-		grating, comparing, and synthes	_	them.		
<b>EP5.</b> Build upon the ideas	of others and articulate his or l	her own ideas when working co	llaboratively.			
	when engaging in t	asks aligned with the foll	owing Kindergarten CC	SS for ELA Standards:		
Literature			Informational Text			
RL.2. Retell stories, inclue	ding key details, and demonstra	ate understanding of their centr	al <b>RI.2.</b> Identify the ma	in topic and retell key details of a	text.	
message or lesson.				g and support, describe the conne		
RL.3. With prompting and	I support, identify characters, s	ettings, and major events in a		nts, ideas, or pieces of information		
story.				g and support, describe the relation		
		ship between illustrations and t		d the text in which they appear (e	.g., what person, place,	
story in which they	appear (e.g., what moment in a	a story an illustration depicts).	thing, or idea in	the text an illustration depicts).		
RL.1., RI.1. With prompti	ng and support, ask and answer	questions about key details in	a text.			
				and answering questions about k	u data ila angluanya ati u	

By the end of each English language proficiency level, an ELL can							
Level 1	Level 2	Level 3	Level 4	Level 5			
<ul> <li>listen with limited participation in short conversations</li> <li>respond to simple yes/no and some wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>follow some rules for discussion</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>ask and answer simple questions</li> <li>follow increasing number of rules for discussion</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>ask and answer questions</li> <li>follow rules for discussion</li> </ul>			
about familiar topics.	about familiar topics.	about familiar topics.	about a variety of topics.	about a variety of topics.			
when engag	ing in one or more of the	e following content-spec	ific practices:				
	solving them.	:	SP6. Construct explanations and	d design solutions.			
when engaging	 in tasks aligned with the	e following Kindergarte	n FLA Standards:				
f	<ul> <li>listen with limited participation in short conversations</li> <li>respond to simple yes/no and some wh- questions</li> <li>about familiar topics.</li> <li>when engag</li> <li>a range of grade-level completed of others and articulate his on working collaboratively.</li> </ul>	Level 1       Level 2         • listen with limited participation in short conversations       • participate in short conversations         • respond to simple yes/no and some wh-questions       • respond to simple yes/no and wh- questions         about familiar topics.       about familiar topics.         when engaging in one or more of the solving them.       MP1. Make sense of prot solving them.         of others and articulate his or more in working collaboratively.       MP6. Attend to precision	Level 1       Level 2       Level 3         • listen with limited participation in short conversations       • participate in short conversations       • participate in short conversations         • respond to simple yes/no and some wh-questions       • respond to simple yes/no and wh- questions       • follow some rules for discussion         about familiar topics.       about familiar topics.       about familiar topics.       about familiar topics.         arange of grade-level complex soft others and articulate his or working collaboratively.       MP1. Make sense of problems and persevere in solving them.       5         MP6. Attend to precision.       S       S	Level 1Level 2Level 3Level 4• listen with limited participation in short conversations• participate in short conversations• respond to simple yes/no and some wh- questions• respond to simple yes/no and some wh- questions• follow some rules for discussion• ask and answer simple questionsabout familiar topics.about familiar topics.about familiar topics.• follow increasing number of rules for discussionabout familiar topics.about familiar topics.about familiar topics.about a variety of topics.arange of grade-level complex co others and articulate his orMP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.SP4. Analyze and interpret data. SP8. Obtain, evaluate, and complex SP8. Obtain, evaluate,			

SL.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

	By the end of each English language proficiency level, an ELL can								
ELP.K.3.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can	<ul> <li>communicate simple</li> </ul>	<ul> <li>communicate simple</li> </ul>	<ul> <li>communicate</li> </ul>	• tell or dictate simple	<ul> <li>make simple oral</li> </ul>				
	information or feelings	information or feelings	information or feelings	messages	presentations				
peak and write about					<ul> <li>compose short written</li> </ul>				
rade-appropriate					texts				
complex literary and									
nformational texts	about familiar topics or	about familiar topics,	about familiar topics,	about a variety of topics,	about a variety of topics,				
and topics	experiences.	experiences, or events.	experiences, or events.	experiences, or events.	experiences, or events.				
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.		them. MP6. Attend to precision.		<b>SP8.</b> Obtain, evaluate, and communicate information.					
	when engaging	g in tasks aligned with th	e following Kindergarter	n ELA Standards:					
information about t <b>W.3.</b> Use a combination of	of drawing, dictating, and writin he topic. of drawing, dictating, and writin ion to what happened.								
<b>SL.4.</b> Describe familiar pe	ople, places, things, and event	s and, with prompting and sup	port, provide additional detail.						

By the end of each English language proficiency level, an ELL can						
ELP.K.4.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can	• express a feeling or opinion       • express an opinion or preference       • express an opinion or preference       • express an opinion or preference       • express an opinion or preference		<ul> <li>express an opinion or preference</li> </ul>			
construct grade- appropriate oral and written claims and support them with reasoning and evidence	about a familiar topic showing limited control.	about a familiar topic	about a familiar topic or story showing developing control.	about a variety of topics or stories	about a variety of topics or stories	

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

EP2.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul> <li>MP3. Construct viable arguments and critique reasoning of others.</li> <li>MP6. Attend to precision.</li> </ul>	<ul><li>SP4. Analyze and interpret data.</li><li>SP7. Engage in argument from evidence.</li><li>SP8. Obtain, evaluate, and communicate</li></ul>
EP3.	Construct valid arguments from evidence and critique the reasoning of others.		information.
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.		

#### when engaging in tasks aligned with the following Kindergarten ELA Standards:

**W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

SL.6. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

		By the end of each English language proficiency level, an ELL can							
LP.K.5.	Level 1 Level 2		Level 3	Level 4	Level 5				
n ELL can	with prompting and support from adults,	with promptin support from a	-	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,			
onduct research and evaluate and ommunicate findings o answer questions or solve problems	• recall information from experience or from a provided source.			<ul> <li>recall information from experience or use information from provided sources to answer a question</li> <li>showing developing control.</li> </ul>	<ul> <li>recall information from experience or use information from provided sources to answer a question</li> <li>showing increasing control.</li> </ul>	<ul> <li>recall information from experience or use information from provided sources to answer a question</li> <li>showing increasing control.</li> </ul>			
	when enga	ging in one or	more of the	e following content-spec	ific practices:				
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when worki	of a range of grade-level comp knowledge from research by i ynthesizing ideas from texts. eas of others and articulate his ng collaboratively. ures to communicate context-	ntegrating, or her own		ense of problems and ere in solving them.	<ul> <li>SP3. Plan and carry out inv</li> <li>SP6. Construct explanatio</li> <li>SP8. Obtain, evaluate, and information.</li> </ul>	ns and design solutions.			

W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**SL.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

		By the end of	each Er	nglish language proficien	cy level, an	ELL can	
ELP.K.6.	Level 1	Level 2		Level 3	Le	evel 4	Level 5
An ELL can	[Standard introduced at Level 4.]	[Standard introduce Level 4.]		ed at [Standard introduced at Level 4.]		ting and	with prompting and support,
analyze and critique the arguments of others orally and in writing					<ul> <li>identify a author or to suppor</li> </ul>	speaker gives	<ul> <li>identify appropriate reasons an author or speaker gives to support main points.</li> </ul>
	when engagi	ng in one or moi	re of the	e following content-spec	ific practice	s:	
organization, an audience. EP3. Construct valid a of others. EP4. Build and preser	nd coherent writing in which the d d style are appropriate to task, pu arguments from evidence and criti nt knowledge from research by int synthesizing ideas from texts.	rpose, and que the reasoning	in <b>MP3.</b> Co	lake sense of problems and per solving them. onstruct viable arguments and itique reasoning of others.	SP6 SP7	<ul><li>Construct explassion of the solutions.</li><li>Engage in arguin guinar</li></ul>	and define problems. anations and design ment from evidence. te, and communicate

**EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

#### when engaging in tasks aligned with the following Kindergarten ELA Standards:

**RI.8.** With prompting and support, identify the reasons an author gives to support points in a text.

- **W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- **SL.3.** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

		By the end of each English language proficiency level, an ELL can								
LP.K.7.	Level 1 Level 2		Level 3		Level 4	Level 5				
an ELL can dapt language hoices to purpose, ask, and audience when speaking and writing	[Standard introduced at Level 4.] when enga	[Standard introduc Level 4.]		[Standard introduced at Level 4.]	awareness of the difference between appropriate language for the playground and language for the classroom.	<ul> <li>show awareness of differences between informal ("playground speech") and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>				
organization, and audience.	d coherent writing in which the d style are appropriate to the ta ctures to communicate context-	development, sk, purpose, and		end to precision.	<ul> <li>SP1. Ask questions and define p</li> <li>SP6. Construct explanations and</li> <li>SP8. Obtain, evaluate, and comr</li> </ul>	design solutions.				
		nd to questions and s		e following Kindergan	rten ELA Standards: Is to strengthen writing as needed.					

	By the end of each English language proficiency level, an ELL can								
ELP.K.8.	Level 1 Level 2		2	Level 3	Level 4	Level 5			
An ELL can determine the meaning of words and phrases in oral	with prompting and support (including context and visual aids),	ort (including context support (including con		with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),			
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words</li> </ul>	<ul> <li>recognize the of some frequ</li> <li>occurring work</li> <li>phrases</li> </ul>	ently	<ul> <li>answer questions to help determine the meaning of some words and phrases</li> </ul>	<ul> <li>answer and sometimes ask questions about the meaning of words and phrases</li> </ul>	<ul> <li>answer and ask questions about the meaning of words and phrases</li> </ul>			
	in simple oral presentations and read- alouds about familiar topics, experiences, or events.	in simple oral presentations al alouds about fai topics, experien events.	miliar	in simple oral presentations and read- alouds about familiar topics, experiences, or events.	in simple oral presentations and read- alouds about a variety of topics, experiences, or events.	in simple oral presentations and read- alouds about a variety of topics, experiences, or events.			
	when engaging	in one or more	e of the fo	ollowing content-specific	practices:				
<b>EP1.</b> Support analyses of a range <b>EP6.</b> Use English structures to compare the structure of the structure o				e sense of problems and evere in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and o</li></ul>	•			
	when engaging in	tasks aligned v	vith the f	ollowing Kindergarten E	LA Standards:				
Literature RL.4. Ask and answer questions SL.2. Confirm understanding of clarification if something i	a text read aloud or informati	ext.		prompting and support, ask a	nd answer questions about un				
<ul> <li>a. Identify new meanings</li> <li>b. Use the most frequent</li> <li>L.5. With guidance and suppo</li> <li>a. Sort common objects in</li> <li>b. Demonstrate understa</li> <li>c. Identify real-life conne</li> </ul>	neaning of unknown and multi for familiar words and apply t ly occurring inflections and aff rt from adults, explore word re nto categories (e.g., shapes, fo nding of frequently occurring ctions between words and the neaning among verbs describin	hem accurately (e ixes (e.g., <i>-ed, -s, r</i> elationships and n oods) to gain a sens verbs and adjective ir use (e.g., note p	.g., knowing <i>e-, un-, pre-</i> uances in w se of the co es by relatir places at sch	<i>duck</i> is a bird and learning th , <i>-ful, -less</i> ) as a clue to the me ord meanings. Incepts the categories represe of them to their opposites (an ool that are colorful).	e verb to <i>duck</i> ). eaning of an unknown word. nt. tonyms).				

By the end of each English language proficiency level, an ELL can								
Level 1	Level 2	Level 3	Level 4	Level 5				
[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids, context),	with support (including visual aids, context),	with support (including visual aids),				
		<ul> <li>retell several events from experience or a familiar story</li> </ul>	<ul> <li>retell a simple sequence of events from experience or a familiar story</li> </ul>	<ul> <li>retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end</li> </ul>				
		with developing control of some frequently occurring linking words (e.g., <i>and</i> , <i>then</i> ).	with increasingly independent control of frequently occurring linking words.	using frequently occurring linking words.				
when enga	aging in one or more of t	he following content-speci	fic practices:					
ganization, and style are	them.		SP8. Obtain, evaluate, a					
when engagi	ng in tasks aligned with t	he following Kindergarten	ELA Standards:					
ut the topic. on of drawing, dictating, and v	vriting to narrate a single even							
	vents and, with prompting and and ideas clearly.	support, provide additional deta	il.					
	[Standard introduced at Level 3.] when enga ind coherent writing in which the rganization, and style are ask, purpose, and audience. when engagin on of drawing, dictating, and v ut the topic. on of drawing, dictating, and v ovide a reaction to what happ	Level 1       Level 2         [Standard introduced at Level 3.]       [Standard introduced at Level 3.]         when engaging in one or more of the model of the sense of particular of the sense of particular of the model of the sense of particular of the sense of particular of the model of the sense of particular of the sense sense of the sense of the sense of the sense	Level 1       Level 2       Level 3         [Standard introduced at Level 3.]       [Standard introduced at Level 3.]       with support (including visual aids, context),         • retell several events from experience or a familiar story       • retell several events from experience or a familiar story         with developing control of some frequently occurring linking words (e.g., and, then).       with developing control of some frequently occurring linking words (e.g., and, then).         when engaging in one or more of the following content-speci ind coherent writing in which the rganization, and style are ask, purpose, and audience.       MP1. Make sense of problems and persevere in solving them.         MP3. Construct viable arguments and critique reasonin of others.       MP1 construct viable arguments and critique reasonin of others.         when engaging in tasks aligned with the following Kindergarten on of drawing, dictating, and writing to compose informative/explanatory texts in which they ut the topic.         on of drawing, dictating, and writing to narrate a single event or several loosely linked events ovide a reaction to what happened.	Level 1       Level 2       Level 3       Level 4         [Standard introduced at Level 3.]       [Standard introduced at Level 3.]       with support (including visual aids, context), • retell several events from experience or a familiar story       with support (including visual aids, context), • retell a simple sequence of events from experience or a familiar story         with developing control of some frequently occurring linking words (e.g., and, then).       with increasingly independent control of frequently occurring linking words.         when engaging in one or more of the following content-specific practices:         when engaging in one or more of the following content-specific practices:         MP1. Make sense of problems and persevere in solving them.       SP7. Engage in argumer SP8. Obtain, evaluate, a information.         MP3. Construct viable arguments and critique reasoning of others.       SP7. Engage in argumer SP8. Obtain, evaluate, a information.         when engaging in tasks aligned with the following Kindergarten ELA Standards:       an of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing at ut the topic.       snort several loosely linked events, tell about the events in the or				

		By the end of	each Er	glish language proficie	ncy level, an ELL can	
ELP.K.10.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can	with support (including context and visual aids),with support (including context and visual aids),		with support (including context and visual aids),	with support (context and visual aids),	with increasing independence,	
nake accurate use of standard English to communicate in grade-appropriate speech and vriting	<ul> <li>recognize and use a small number of frequently occurring nouns and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>recognize and use frequently occurring nouns, verbs, and short phrases</li> </ul>		<ul> <li>recognize and use frequently occurring regular plural nouns, verbs, and prepositions</li> <li>use and respond to question words</li> <li>produce simple sentences</li> </ul>	<ul> <li>recognize and use frequently occurring regular plural nouns, verbs, and prepositions</li> <li>use and respond to question words;</li> <li>produce and expand simple sentences</li> </ul>	<ul> <li>use frequently occurring regular plural nouns, verbs, prepositions, and question words</li> <li>ask and answer interrogatives (wh- questions)</li> <li>produce and expand simple sentences</li> <li>in shared language activities.</li> </ul>
	<u> </u>	<u> </u>	<i></i>	<u> </u>		
		_		e following content-spe	-	
organization, and audience.	d coherent writing in which the style are appropriate to task, p tures to communicate context-	ourpose, and	WP6. A1	tend to precision.	<b>5P8.</b> Obtain, evaluate, and com	municate information.
	when engaging	in tasks aligned	with th	e following Kindergarte	en ELA Standards:	
a. Print many u b. Use frequent c. Form regular d. Understand a e. Use the most	mmand of the conventions of s oper- and lowercase letters. ly occurring nouns and verbs. plural nouns orally by adding / ind use question words (interro frequently occurring prepositio expand complete sentences in	s/ or /es/ (e.g., dog, o ogatives) (e.g., who, v ons (e.g., to, from, in,	dogs; wisl vhat, whe , out, on,	h, wishes). re, when, why, how).	sing.	

## Grade 1 ELA Standards Matrix

Use the **Grade 1 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

	ELD Chandarda		Correspondin	ng CCSS for I	ELA Standard	s
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4, 5	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1	3	
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			2,3	4	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

# Grade 1 ELP Standards with Correspondences

		By the end of each Er	nglish language proficiency level, an ELL can				
ELP.1.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can construct meaning from oral	with prompting and support (including context and visual aids), use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:		
presentations and iterary and nformational text hrough grade- appropriate listening, reading, and viewing	• identify a few key words	<ul> <li>identify key words and phrases</li> </ul>	<ul> <li>identify main topics,</li> <li>answer questions about key details</li> <li>retell some key details c events</li> </ul>	questions about an	<ul> <li>identify main topics</li> <li>ask and answer questions about key details</li> <li>retell stories, including key details</li> </ul>		
	from read-alouds, picture books, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-aloud texts, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.	from read-alouds, writte texts, and oral presentations.		
	when eng	aging in one or more of the	e following content-speci	fic practices:			
<b>EP3.</b> Construct valid argur <b>EP4.</b> Build and present kn	a range of grade-level complex to nents from evidence and critiqu owledge from research by integ of others and articulate his or h	ue the reasoning of others. grating, comparing, and synthe	esizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.		
	when eng	aging in tasks aligned with	the following Grade 1 EL	A Standards:	•		
central message or <b>RL.3.</b> Describe character	iding key details, and demonstr <sup>-</sup> lesson. 's, settings, and major events in ver questions about key details	a story, using key details.		opic and retell key details of a text ection between two individuals, ev ext.			
	is and details in a text to describ						

	By the end of each English language proficiency level, an ELL can							
ELP.1.2.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can participate in grade- appropriate oral and written exchanges of nformation, ideas, and analyses, responding to peer, audience, or reader comments and questions	<ul> <li>listen to short conversations</li> <li>respond to simple yes/no and some wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>take turns</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in short discussions, conversations, and short written exchanges</li> <li>follow rules for discussion</li> <li>ask and answer simple questions</li> </ul>	<ul> <li>participate in discussions, conversations, and written exchanges</li> <li>follow rules for discussion</li> <li>ask and answer questions</li> <li>respond to the comments of others</li> <li>make comments of his or her own</li> </ul>	<ul> <li>participate in extended discussions, conversations, and written exchanges</li> <li>follow rules for discussion</li> <li>ask and answer question</li> <li>build on the comments of others</li> <li>contribute his or her own comments</li> </ul>			
	about familiar topics.	about familiar topics.	about familiar topics.	about a variety of topics and texts.	about a variety of topics and texts.			
	when en	gaging in one or more of the	e following content-specif	ic practices:	•			
texts with eviden EP5. Build upon the ide	of a range of grade-level comp ce. eas of others and articulate his nen working collaboratively.	solving them.		<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and com</li></ul>	d design solutions.			
	when en	gaging in tasks aligned with	the following Grade 1 ELA	A Standards:				
W.6. With guidance and s	support from adults, use a varie	ty of digital tools to produce ar	nd publish writing, including i	n collaboration with peers.				
<ul><li>a. Follow agreed-up</li><li>b. Build on others' 1</li></ul>		stening to others with care, spe ling to the comments of others	eaking one at a time about th through multiple exchanges.	adults in small and larger groups. e topics and texts under discussic				

By the end of each English language proficiency level, an ELL can								
ELP.1.3.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can				using simple sentences and drawings or illustrations,	including a few descriptive details,			
speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information or feelings</li> </ul>	<ul> <li>communicate simple messages</li> </ul>	<ul> <li>deliver short simple oral presentations</li> <li>compose short written texts</li> </ul>	<ul> <li>deliver short simple oral presentations</li> <li>compose written texts</li> </ul>	<ul> <li>deliver oral presentation</li> <li>compose written texts</li> </ul>			
	about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar topics, stories, experiences, or events.	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.			
	when en	gaging in one or more of t	he following content-specific	c practices:				
texts with evidence. <b>EP2.</b> Produce clear and cold development, organized of the second seco	-	<ul><li>MP1. Make sense of problem.</li><li>MP6. Attend to precision.</li></ul>	ems and persevere in solving	<b>SP6.</b> Construct explanations <b>SP8.</b> Obtain, evaluate, and c	0			
	when en	gaging in tasks aligned wit	h the following Grade 1 ELA	Standards:				
<ul><li>W.3. Write narratives in event order, and pr</li><li>SL.4. Describe people, pl</li></ul>	which they recount two or mo rovide some sense of closure. aces, things, and events with r	re appropriately sequenced e	acts about the topic, and provid vents, include some details rega eas and feelings clearly. fy ideas, thoughts, and feelings.		poral words to signal			

		By the end o	of each Er	nglish language proficien	cy level, an ELL can	
LP.1.4.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can	<ul> <li>express a preference or</li> </ul>	• express an opin	ion	<ul> <li>express an opinion</li> </ul>	• express opinions	• express opinions
	opinion			<ul> <li>give a reason for the</li> </ul>	<ul> <li>give a reason for the</li> </ul>	<ul> <li>introduce the topic</li> </ul>
onstruct grade-				opinion	opinion	<ul> <li>give a reason for the</li> </ul>
ppropriate oral and						opinion
ritten claims and						<ul> <li>provide a sense of</li> </ul>
upport them with						closure
easoning and	about familiar topics or	about familiar top	ics,	about familiar stories,	about a variety of texts	about a variety of texts,
evidence	experiences.	experiences, or ev	vents.	experiences, or events.	topics, experiences, and	topics, experiences, or
					events.	events.
audience. EP3. Construct valid reasoning of oth EP5. Build upon the i when working c	ideas of others and articulate his	itique the or her own ideas		ique reasoning of others. end to precision.	<ul><li>SP7. Engage in argumen</li><li>SP8. Obtain, evaluate, a information.</li></ul>	
W 1 Write opinion pi	when en		-	the following Grade 1 ELA		nion and provide come
sense of closure.	etes in which they introduce the		ook they al	e writing about, state an opinio		

		By the en	d of each Er	nglish language proficien	cy level, an ELL can	
LP.1.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5
n ELL can	with prompting and support from adults,	with promptin support from a	-	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,
onduct research and valuate and ommunicate findings o answer questions r solve problems	<ul> <li>participate in shared research projects</li> <li>gather information</li> <li>label information</li> </ul>	<ul> <li>participate i research pro</li> <li>gather infor</li> <li>summarize sinformation</li> </ul>	ojects mation some key	<ul> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize information</li> </ul>	<ul> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize information</li> <li>answer a question</li> </ul>	<ul> <li>participate in shared research projects</li> <li>gather information</li> <li>summarize informatio</li> <li>answer a question</li> </ul>
	from provided sources	from provided	sources	from provided sources	from provided sources	from provided sources
	showing limited control.	showing emer	ging control.	showing developing control.	showing increasingly independent control.	showing independent control.
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when workin	of a range of grade-level comp knowledge from research by i inthesizing ideas from texts. eas of others and articulate his	lex texts with ntegrating, or her own	MP1. Make s	e following content-specific sense of problems and ere in solving them.	c practices: SP3. Plan and carry out inv SP6. Construct explanation SP8. Obtain, evaluate, and information.	ns and design solutions.
W.8. With guidance and SL.4. Describe people, p	ed research and writing proje d support from adults, recall ir places, things, and events with	cts (e.g., explore formation from relevant details,	a number of "h experiences or expressing ide	gather information from provi	and use them to write a seque ided sources to answer a questi	

	By the end of each English language proficiency level, an ELL can							
LP.1.6.	Level 1	Level 2		Level 3		Level 4	Level 5	
n ELL can nalyze and critique he arguments of thers orally and in riting	[Standard introduced at Level 2.]	<ul> <li>with prompting and support,</li> <li>identify a reason author or a speal to support a point</li> </ul>	an ker gives	<ul> <li>identify one or two reasons an author or a speaker gives to support the main point.</li> </ul>	auth	tify reasons an or or a speaker gives ipport the main t.	<ul> <li>identify appropriate reasons an author or a speaker gives to suppor the main point.</li> </ul>	
organization, and audience. EP3. Construct valid ar of others. EP4. Build and present comparing, and s	d coherent writing in which the style are appropriate to task, guments from evidence and c knowledge from research by ynthesizing ideas from texts. eas of others and articulate his	e development, purpose, and ritique the reasoning integrating,	MP1. Ma in MP3. Co	e following content-specific ake sense of problems and per solving them. onstruct viable arguments and tique reasoning of others.		<ul> <li>SP1. Ask questions a</li> <li>SP6. Construct explasion solutions.</li> <li>SP7. Engage in argur</li> <li>SP8. Obtain, evaluat information.</li> </ul>	mations and design ment from evidence.	
<b>PI 9</b> Identify the reason	when er		ned with	the following Grade 1 ELA	Standard	ds:		
			ok they are	e writing about, state an opinic	n, supply	a reason for the opini	ion, and provide some	

		By the end o	f each Ei	nglish language profici	ency level, an ELL can	
LP.1.7.	Level 1	Level 2		Level 3	Level 4	Level 5
n ELL can dapt language hoices to purpose, ask, and audience when speaking and	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]		<ul> <li>show a developing awareness of the difference between appropriate language for the playground and language for the classroom.</li> </ul>	<ul> <li>show awareness of differences between informal "playground speech" and language appropriate to the classroom</li> </ul>	<ul> <li>shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time</li> </ul>
riting					<ul> <li>use some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>use words learned through conversations, reading, and being read to.</li> </ul>
	when er	ngaging in one or m	nore of th	e following content-spec	ific practices:	
organization, and audience.	d coherent writing in which the I style are appropriate to the ta tures to communicate context	ask, purpose, and	MP6. Att	tend to precision.	<ul><li>SP1. Ask questions and define p</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and comp</li></ul>	d design solutions.
	when er	ngaging in tasks alig	gned with	the following Grade 1 E	LA Standards:	
W.5. With guidance ar	nd support from adults, focus c	n a topic, respond to	questions	and suggestions from peers	, and add details to strengthen w	riting as needed.
SL.6. Produce complet	e sentences when appropriate	to task and situation.				
		reations reading and	being read	d to, and responding to text	s, including using adjectives and a	dverbs to describe (e.g.,

		By the end of ea	ach Eng	lish language proficiency	level, an ELL can	
ELP.1.8.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can determine the meaning of words	with prompting and support (including context and visual aids),	with prompting and s (including context and aids),	•••	using sentence-level context and visual aids,	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed, -ing, and some</i>
and phrases in oral presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words and phrases</li> </ul>	<ul> <li>answer and sometin simple questions to determine the mean frequently occurring words and phrases</li> </ul>	help ning of	<ul> <li>answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases</li> </ul>	<ul> <li>answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions</li> </ul>	<ul> <li>common prefixes),</li> <li>answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions</li> </ul>
	in simple oral presentations and read-alouds about familiar topics, experiences, or events.	in simple oral present and read-alouds abou familiar topics, exper or events.	ut	in oral presentations, read- alouds, and simple texts about familiar topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.
	when eng	aging in one or more	e of the	following content-specific p	ractices:	
	a range of grade-level complex t es to communicate context-spec			ake sense of problems and prsevere in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and a</li></ul>	
	when eng	aging in tasks aligne	d with t	he following Grade 1 ELA Sta	andards:	
the senses. L.4. Determine or clari strategies. a. Use sentence-le b. Use frequently	I phrases in stories or poems tha fy the meaning of unknown and evel context as a clue to the mea occurring affixes as a clue to the ntly occurring root words (e.g., <i>l</i> o	multiple-meaning word ning of a word or phras meaning of a word.	ds and ph se.	and phrases in a text. Trases based on grade 1 reading	ons to help determine or clarif	
a. Sort words into b. Define words b c. Identify real-life d. Distinguish sha	d support from adults, demonstra- categories (e.g., <i>colors, clothing</i> y category and by one or more k e connections between words an des of meaning among verbs diff choosing them or by acting out th	) to gain a sense of the ey attributes (e.g., a du Id their use (e.g., note p Fering in manner (e.g., h	concepts ick is a bi places at	the categories represent. In that swims; a tiger is a large home that are cozy).	cat with stripes).	ity (e.g., <i>large, gigantic</i> )

By the end of each English language proficiency level, an ELL can							
Level 1	Level 2	Level 3	Level 4	Level 5			
[Standard introduced at Level 2.]	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>retell an event</li> <li>present simple information</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>retell (in speech or writing) a simple sequence of events in the correct order</li> <li>present simple information</li> </ul>	<ul> <li>recount two or three events in sequence</li> <li>present simple information about a topic</li> </ul>	<ul> <li>recount a more complex sequence of events in the correct order</li> <li>introduce a topic</li> <li>provide some facts about a topic</li> </ul>			
	with emerging control of some frequently occurring linking words.	with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., <i>first, then</i> ).	with increasingly independent control of some temporal words (e.g., <i>next, after</i> ), and some frequently occurring linking words ( <i>and, so</i> ).	using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).			
when er	ngaging in one or more of th	e following content-specific	practices:				
and coherent writing in which the progenization, and style are task, purpose, and audience.	them.		SP8. Obtain, evaluate, a				
when er	ngaging in tasks aligned with	the following Grade 1 ELA S	itandards:				
tive/explanatory texts in which as in which they recount two or nd provide some sense of closu	they name a topic, supply some more appropriately sequenced	facts about the topic, and prov events, include some details re	de some sense of closure.	mporal words to signal			
	[Standard introduced at Level 2.] when er and coherent writing in which th organization, and style are task, purpose, and audience. when er tive/explanatory texts in which es in which they recount two or and provide some sense of closur	Level 1       Level 2         [Standard introduced at Level 2.]       with support (including visual aids and modeled sentences),         • retell an event       • present simple information         • with emerging control of some frequently occurring linking words.         when engaging in one or more of th organization, and style are task, purpose, and audience.         When engaging in tasks aligned with five/explanatory texts in which they name a topic, supply some es in which they recount two or more appropriately sequenced and provide some sense of closure.	Level 1       Level 2       Level 3         [Standard introduced at Level 2.]       with support (including visual aids and modeled sentences),       with support (including modeled sentences),         • retell an event       • retell an event       • retell (in speech or writing) a simple sequence of events in the correct order         • present simple information       with emerging control of some frequently occurring linking words.       with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., <i>first, then</i> ).         when engaging in one or more of the following content-specific task, purpose, and audience.       MP1. Make sense of problems and persevere in solving them.         When engaging in tasks aligned with the following Grade 1 ELA S ivve/explanatory texts in which they name a topic, supply some facts about the topic, and provi es in which they recount two or more appropriately sequenced events, include some details repro- d provide some sense of closure.	Level 1         Level 2         Level 3         Level 4           [Standard introduced at Level 2.]         with support (including visual aids and modeled sentences),         with support (including modeled sentences),         • recount two or three events in sequence           • retell an event         • present simple information         • retell (in speech or writing) a simple sequence of events in the correct order         • present simple information           with emerging control of some frequently occurring linking words.         with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).         with increasingly independent control of some temporal words (e.g., next, after),and some frequently occurring linking words (and, so).           when engaging in one or more of the following content-specific practices:         SP7. Engage in argument SP8. Obtain, evaluate, a information.           when engaging in tasks aligned with the following Grade 1 ELA Standards:         SP7. Engage in argument she with every and audience.           when engaging in tasks aligned with the following Grade 1 ELA Standards:         information.           tive/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. es in which they recount two or more appropriately sequenced events, include some details regarding what happened, use te d provide some sense of closure.			

		By the end of e	ach En	nglish language proficien	cy level, an ELL can	
ELP.1.10.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>with support (including context and visual aids),</li> <li>understand and use a small number of frequently occurring nouns and verbs,</li> <li>understand and use very simple sentences</li> <li>respond to simple questions.</li> </ul>	<ul> <li>with support (includin visual aids and senter</li> <li>recognize and use frequently occurrin nouns, verbs, prepositions, and conjunctions (e.g., <i>but</i>, <i>or</i>)</li> <li>produce simple sentences.</li> </ul>	nces)	<ul> <li>with support (including modeled sentences),</li> <li>use some singular and plural nouns</li> <li>use verbs in the present and past tenses</li> <li>use frequently occurring prepositions and conjunctions</li> <li>produce and expand simple sentences</li> </ul>	<ul> <li>use an increasing number of singular and plural nouns, and verbs</li> <li>use past and present verb tenses with appropriate subject-verb agreement</li> <li>use frequently occurring prepositions and conjunctions</li> <li>produce and expand simple and some compound sentences</li> </ul>	<ul> <li>use singular and plural nouns with matching verbs,</li> <li>use past, present, and future verb tenses</li> <li>use frequently occurring prepositions and conjunctions</li> <li>produce and expand simple and compound sentences</li> </ul>
				in response to prompts.	in response to prompts.	in response to prompts.
organization, an audience.	nd coherent writing in which th nd style are appropriate to task, ctures to communicate context	e development, , purpose, and		Attend to precision.	SP8. Obtain, evaluate, and com	nunicate information.
	when en	gaging in tasks align	ed with	n the following Grade 1 EL	A Standards:	
<ul> <li>a. Print all upper</li> <li>b. Use common,</li> <li>c. Use singular a</li> <li>d. Use personal,</li> <li>e. Use verbs to c</li> <li>f. Use frequently</li> <li>g. Use frequently</li> <li>h. Use determine</li> <li>i. Use frequently</li> </ul>	y occurring adjectives. y occurring conjunctions (e.g., c ers (e.g., articles, demonstrative y occurring prepositions (e.g., d	verbs in basic sentence iouns (e.g., I, me, my; t and future (e.g., Yeste and, but, or, so, because es). luring, beyond, toward	es (e.g., I hey, the rday I w e).	He hops; We hop). m, their, anyone, everything). alked home; Today I walk hon		

## Grade 2 ELA Standards Matrix

Use the **Grade 2 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

		C	orrespondin	g CCSS for E	LA Standar	ds
	ELP Standards	RL	RI	w	<mark>SL</mark>	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1	3	
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			2, 3	4	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

# Grades 2-3 ELP Standards with Grade 2 Correspondences

L	By the end of each English language proficiency level, an ELL can							
ELP.2-3.1.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can	use a very limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of			
	strategies to:	strategies to:	strategies to:	strategies to:	strategies to:			
construct meaning		· · · · · · · · · · · · · · · · · · ·						
rom oral	<ul> <li>identify a few key words and phrases</li> </ul>	<ul> <li>identify some key words and phrases</li> </ul>	<ul> <li>identify the main topic of mossage</li> </ul>		determine the main ide     or mossage			
presentations and	and philases	<ul> <li>identify the main topic or</li> </ul>	<ul><li>message</li><li>answer questions</li></ul>	<ul><li>or message</li><li>identify or answer</li></ul>	<ul><li>or message</li><li>tell how key details</li></ul>			
iterary and		message/lesson	<ul> <li>retell some key details</li> </ul>	questions about some	support the main idea			
nformational text		message/resson	• reten some key details	key details that support	<ul> <li>retell a variety of storie</li> </ul>			
hrough grade-				the main idea/message	a reten a variety of storie			
appropriate listening,				<ul> <li>retell a variety of stories</li> </ul>				
eading, and				,				
viewing	from read-alouds, simple	from read-alouds, simple	from read-alouds, simple	from read-alouds, written	from read-alouds, writter			
	written texts, and oral	written texts, and oral	written texts, and oral	texts, and oral	texts, and oral			
	presentations.	presentations.	presentations.	presentations.	communications.			
<b>EP3.</b> Construct valid argume <b>EP4.</b> Build and present know			sizing ideas from texts.	WP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.			
		ing in tasks aligned with		LA Standards:				
Literature		Info	ormational Text					
determine their centra <b>RL.3.</b> Describe how character <b>RL.7.</b> Use information gainer	ding fables and folktales from al message, lesson, or moral. ers in a story respond to major d from the illustrations and w	events and challenges. <b>RI.3</b> ords in a print or digital	paragraphs within the text Describe the connection b concepts, or steps in techr	etween a series of historical even nical procedures in a text.	ts, scientific ideas or			
	nderstanding of its characters		contribute to and clarify a					
RL.I., KI.I. ASK and answer	such questions as who, what,	where, when, why, and how to	demonstrate understanding	of key details in a text.				

		By the end of each En	glish language proficie	ncy level, an ELL can	
ELP.2-3.2.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can participate in grade- appropriate oral and written exchanges of nformation, ideas, and analyses, responding to peer, audience, or reader comments and questions	<ul> <li>listen to and occasionally participate in short conversations</li> <li>respond to simple yes/no and some wh- questions.</li> </ul>	<ul> <li>participate in short conversations, discussions, and written exchanges</li> <li>take turns</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in short discussions and written exchanges</li> <li>follow the rules for discussion</li> <li>ask questions to gain information or clarify understanding</li> <li>respond to the comments of others</li> <li>contribute his or her own comments</li> </ul>		<ul> <li>participate in extended discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer question</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> </ul>
	about familiar topics.	about familiar topics.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.
	when eng	aging in one or more of the	e following content-specif	ic practices:	
texts with eviden <b>EP5.</b> Build upon the ide	of a range of grade-level compl ce. eas of others and articulate his c nen working collaboratively.	solving them.		<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and comm</li></ul>	design solutions.
	when eng	aging in tasks aligned with	the following Grade 2 EL/	A Standards:	
W.6. With guidance and	I support from adults, use a vari	ety of digital tools to produce a	nd publish writing, including	in collaboration with peers.	
	upon rules for discussions (e.g.,	•		adults in small and larger groups care, speaking one at a time abo	
	talk in conversations by linking tion and further explanation as				

		By the end of each En	nglish language proficiend	cy level, an ELL can	
ELP.2-3.3.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can					with some details,
speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver simple oral presentations</li> <li>compose written texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>
	about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.
	when eng	gaging in one or more of the	e following content-specific	practices:	
texts with evidence. EP2. Produce clear and co development, organi	a range of grade-level complex herent writing in which the zation, and style are sk, purpose, and audience.	MP1. Make sense of probler them. MP6. Attend to precision.	ns and persevere in solving	SP6. Construct explanation SP8. Obtain, evaluate, and	•
	when eng	gaging in tasks aligned with	the following Grade 2 ELA	Standards:	
<ul><li>W.3. Write narratives in v words to signal ever</li><li>SL.4. Tell a story or recou</li></ul>	xplanatory texts in which they i which they recount a well-elabo nt order, and provide a sense of nt an experience with appropria ings of stories or poems; add dr	rated event or short sequence closure. ate facts and relevant, descript	of events, include details to de	scribe actions, thoughts, and coherent sentences.	feelings, use temporal

		By the end o	of each Ei	nglish language proficiend	ach English language proficiency level, an ELL can				
.P.2-3.4.	Level 1	Level 2	2	Level 3	Level 4	Level 5			
n ELL can onstruct grade- opropriate oral and ritten claims and pport them with	• express an opinion	• express an opin	ion	<ul> <li>express an opinion</li> <li>give one or more reasons for the opinion</li> </ul>	<ul> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> </ul>	<ul> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> <li>provide a concluding statement</li> </ul>			
asoning and vidence	about a familiar topic.	about a familiar to story.	opic or	about a familiar topic or story.	about a variety of topics.	about a variety of topics.			
organization, and audience. EP3. Construct valid ar reasoning of othe EP5. Build upon the id	d coherent writing in which th style are appropriate to task, guments from evidence and c rs. eas of others and articulate hi	e development, purpose, and critique the	MP3. Col	e following content-specific nstruct viable arguments and tique reasoning of others. tend to precision.	spractices:         SP4. Analyze and interp         SP7. Engage in argumer         SP8. Obtain, evaluate, a information.	nt from evidence.			
when working co EP6. Use English struct	cures to communicate context	-specific messages.							
	when e	ngaging in tasks ali	gned with	the following Grade 2 ELA	Standards:				
	ces in which they introduce th d, also) to connect opinion an			about, state an opinion, supply ding statement or section.	reasons that support the opir	nion, use linking words			
SL.4. Tell a story or rec	ount an experience with appr	opriate facts and rele	vant, descr	iptive details, speaking audibly	in coherent sentences.				
	and the second second second second		hoing road	d to, and responding to texts, in	cluding using adjectives and a				

		By the en	d of each En	glish language proficienc	y level, an ELL can	
ELP.2-3.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	with prompting and support,with prompting support,• carry out short individual or shared research projects• carry out shord or shared research projects• gather information from provided sources• recall inform experience• label information.• gather information.• record some or some• record some or some		support, support, event individual esearch nation from urces e e (or shared research projects • recall information from experience • recall information from provided sources • record information/ observations in orderly		<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>gather information from multiple sources</li> <li>sort evidence into provided categories.</li> </ul>	<ul> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>gather information from multiple sources</li> <li>sort evidence into categories.</li> </ul>
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	of a range of grade-level compl knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his	ex texts with itegrating, or her own	MP1. Make s	following content-specific ense of problems and ere in solving them.	practices: SP3. Plan and carry out inv SP6. Construct explanatior SP8. Obtain, evaluate, and information.	ns and design solutions.
	when eng ed research and writing projects from experiences or gather info	s (e.g., read a nu	mber of books			tions).
SL.4. Tell a story or recon	unt an experience with approp	iate facts and re	elevant, descrip	tive details, speaking audibly ir	o coherent sentences.	

		By the end of	each En	glish language proficienc	y level, an ELL o	can	
.P.2-3.6.	Level 1	Level 2		Level 3	Level 4	4	Level 5
n ELL can	with prompting and support,	with prompting and support,					
halyze and critique e arguments of hers orally and in riting	<ul> <li>use a few frequently occurring words and phrases to identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify a reason a author or a speak to support the ma point.</li> </ul>	er gives	• tell how one or two reasons support the main point an author or a speaker makes.	<ul> <li>tell how one or reasons suppor specific points a or a speaker ma</li> </ul>	rt the an author	<ul> <li>describe how reasons support the specific points an author or a speaker makes.</li> </ul>
	when en	gaging in one or mo	ore of the	following content-specific	practices:		
organization, and audience. EP3. Construct valid a of others. EP4. Build and presen comparing, and s EP5. Build upon the id	d coherent writing in which the d style are appropriate to task, p rguments from evidence and cri t knowledge from research by in synthesizing ideas from texts. leas of others and articulate his ollaboratively.	urpose, and tique the reasoning ntegrating,	in : <b>MP3.</b> Co	ake sense of problems and pers solving them. nstruct viable arguments and tique reasoning of others.	SP6. Cor sold SP7. Eng SP8. Obt	nstruct expla utions. gage in argu	and define problems. anations and design ment from evidence. te, and communicate

**RI.8.** Describe how reasons support specific points the author makes in a text.

**W.1.** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

SL.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

		By the end of each E	nglish language proficie	ncy level, an ELL can	
LP.2-3.7.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can Idapt language choices to purpose, ask, and audience vhen speaking and vriting	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>compare examples of the formal and informal use of English</li> <li>(at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.</li> </ul>	<ul> <li>as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wider range of general academic and content-</li> </ul>	<ul> <li>adapt language choices, as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.</li> </ul>
organization, and audience.	when eng d coherent writing in which the I style are appropriate to the tas tures to communicate context-s	sk, purpose, and	tend to precision. S	ic practices: P1. Ask questions and define pr P6. Construct explanations and P8. Obtain, evaluate, and comn	design solutions.
	when eng	gaging in tasks aligned with	the following Grade 2 ELA	Standards:	
<b>W.5.</b> With guidance and	support from adults and peers	, focus on a topic and strength	en writing as needed by revisi	ng and editing.	
SL.6. Produce complete	sentences when appropriate to	task and situation in order to	provide requested detail or cl	arification.	
				ncluding using adjectives and adv	

		By the end o	f each En	glish language proficien	cy level, an ELL can	
ELP.2-3.8.	Level 1	Level 2	2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul>	<ul> <li>using context, vis and knowledge of morphology in hi native language,</li> <li>ask and answe questions about meaning of fre occurring word phrases, and expressions</li> </ul>	of is or her r ut the quently	<ul> <li>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</li> <li>determine the meaning of less-frequently occurring words and phrases, content- specific words, and some idiomatic expressions</li> </ul>	<ul> <li>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</li> <li>determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> </ul>	<ul> <li>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes),</li> <li>determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> </ul>
	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in simple oral discourse, read-alouds, and written , texts about familiar topics experiences, or events.		alouds, and written texts alouds, a about familiar topics, about a	in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.
	when engagi	ng in one or mor	e of the fo	ollowing content-specific p	ractices:	•
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c				ke sense of problems and severe in solving them.	SP1. Ask questions and defi SP8. Obtain, evaluate, and	•
	when engagi	ng in tasks aligne	ed with the	e following Grade 2 ELA Sta	andards:	
Literature			Informati	onal Text		
<ul> <li>b. Use the most frequent</li> <li>L.5. With guidance and suppo</li> <li>a. Sort common objects i</li> <li>b. Demonstrate understa</li> <li>c. Identify real-life conne</li> </ul>	neaning of unknown and mult for familiar words and apply t ly occurring inflections and aff rt from adults, explore word r nto categories (e.g., shapes, fo	iple-meaning word them accurately (e fixes (e.g., <i>-ed, -s, r</i> elationships and n bods) to gain a sens verbs and adjective eir use (e.g., note p	ls and phras .g., knowing <i>e-, un-, pre-</i> uances in w se of the co es by relatin places at sch	g duck is a bird and learning th -, -ful, -less) as a clue to the me ord meanings. ncepts the categories represe ng them to their opposites (an nool that are colorful).	and content. e verb to <i>duck</i> ). eaning of an unknown word. nt. tonyms).	ınknown words in a text.

		By the end of each En	glish language proficien	cy level, an ELL can	
LP.2-3.9.	Level 1	Level 2	Level 3	Level 4	Level 5
n ELL can reate clear and oherent grade-	with support (including context and visual aids), and using non-verbal communication,	with support (including visual aids and modeled sentences),	with support (including modeled sentences),	with increasingly independent control,	with independent control,
onerent grade- opropriate speech nd text	<ul> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences with limited control.</li> </ul>	<ul> <li>communicate simple information about a topic</li> <li>recount two events in sequence</li> <li>use frequently occurring linking words (e.g., and, then) with emerging control.</li> </ul>	<ul> <li>present a few pieces of information about a topic</li> <li>recount a short sequence of events</li> <li>use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.</li> </ul>	<ul> <li>introduce an informational topic</li> <li>present facts about the topic</li> <li>recount a sequence of events, using temporal words (<i>before, after, soon</i>)</li> <li>use linking words (e.g., <i>because, and, also</i>) to connect ideas or events.</li> </ul>	<ul> <li>introduce an informational topic</li> <li>present facts about the topic</li> <li>use temporal words to recount a coherent sequence of events,</li> <li>use linking words (e.g., <i>because, and, also</i>) to connect ideas and event</li> <li>provide a concluding statement about the topic.</li> </ul>
		gaging in one or more of the			
development, o	nd coherent writing in which th rganization, and style are ask, purpose, and audience.	them.	oblems and persevere in solvin rguments and critique reasoni	SP8. Obtain, evaluate, a	
	when en	gaging in tasks aligned with	the following Grade 2 ELA	Standards:	
W.3. Write narratives		ney introduce a topic, use facts laborated event or short sequer ride a sense of closure.			
SL.4. Tell a story or re	count an experience with appr	opriate facts and relevant, desc	riptive details, speaking audibl	y in coherent sentences.	

		By the end of	each En	glish language proficie	ncy level, an ELL can	
ELP.2-3.10.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>with support (including context and visual aids),</li> <li>understand and use a small number of frequently occurring nouns and verbs</li> <li>respond to simple questions.</li> </ul>	<ul> <li>with support (incluvisual aids and modsentences),</li> <li>recognize and usefrequently occurr collective nouns (group)</li> <li>recognize and usefrequently occurr verbs, adjectives, adverbs, and conjunctions</li> <li>produce simple sentences in respiprompts.</li> </ul>	deled e some ring (e.g. e some ring	<ul> <li>with support (including modeled sentences),</li> <li>use some collective nouns</li> <li>use the past tense of some frequently occurring irregular verbs</li> <li>use some frequently occurring adjectives, adverbs, and conjunctions</li> <li>produce and expand simple and some compound sentences.</li> </ul>	<ul> <li>use collective nouns</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use an increasing number of adjectives, adverbs, and conjunctions</li> <li>produce and expand simple, compound, and (at Grade 3) a few complex sentences.</li> </ul>	<ul> <li>use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>)</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use coordinating and commonly used subordinating conjunctions, adjective and adverbs</li> <li>produce and expand simple, compound, and (at Grade 3) some complex sentences.</li> </ul>
	when eng	aging in one or mo	ore of the	e following content-specif	ic practices:	
organization, and audience.	d coherent writing in which the style are appropriate to task, p tures to communicate context-	ourpose, and	MP6. At	tend to precision. S	P8. Obtain, evaluate, and com	municate information.
	when eng	aging in tasks align	ned with	the following Grade 2 ELA	Standards:	
<ul> <li>a. Use collective</li> <li>b. Form and use</li> <li>c. Use reflexive p</li> <li>d. Form and use</li> <li>e. Use adjectives</li> <li>f. Produce, expa</li> </ul>	nmand of the conventions of st nouns (e.g., group). frequently occurring irregular p pronouns (e.g., myself, ourselve the past tense of frequently oc and adverbs, and choose betw nd, and rearrange complete sir tched by the little boy).	olural nouns (e.g., <i>fee</i> s). curring irregular verb veen them depending	t <i>, childrer</i> os (e.g., <i>sa</i> g on what	n, teeth, mice, fish). t, hid, told). is to be modified.	ng. novie; The little boy watched th	e movie; The action

#### Grade 3 ELA Standards Matrix

Use the **Grade 3 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

	FLD Chandenda		Correspondi	ng CCSS for El	A Standard	S
	ELP Standards	RL RL	RI 🛛	W	<mark>SL</mark>	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

#### Grades 2-3 ELP Standards with Grade 3 Correspondences

#### Grade 3: Standard 1

		By the end of each En	glish language proficie	ncy level, an ELL can	
ELP.2-3.1.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of
	strategies to:	strategies to:	strategies to:	strategies to:	strategies to:
construct meaning from oral presentations and iterary and nformational text through grade- appropriate listening, reading, and	<ul> <li>identify a few key words and phrases</li> </ul>	<ul> <li>identify some key words and phrases</li> <li>identify the main topic or message/lesson</li> </ul>	<ul> <li>identify the main topic of message</li> <li>answer questions</li> <li>retell some key details</li> </ul>	<ul> <li>determine the main idea or message</li> <li>identify or answer questions about some key details that support the main idea/message</li> <li>retell a variety of stories</li> </ul>	<ul> <li>determine the main ide or message</li> <li>tell how key details support the main idea</li> <li>retell a variety of storie</li> </ul>
viewing	from read-alouds, simple	from read-alouds, simple	from read-alouds, simple	from read-alouds, written	from read-alouds, writte
	written texts, and oral	written texts, and oral	written texts, and oral	texts, and oral	texts, and oral
	presentations.	presentations.	presentations.	presentations.	communications.
<b>EP3.</b> Construct valid argument <b>EP4.</b> Build and present knows	a range of grade-level complex nents from evidence and critiq owledge from research by integ		sizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.
	when engag	ing in tasks aligned with	the following Grade 3 E	LA Standards:	
determine the cent through key details <b>RL3.</b> Describe character explain how their a <b>RL7.</b> Explain how specifi	s in a story (e.g., their traits, me actions contribute to the seque ic aspects of a text's illustration ords in a story (e.g., create mo	and explain how it is conveyed otivations, or feelings) and nce of events. Is contribute to what is	they support the m RI.3. Describe the relation ideas or concepts, that pertains to tim RI.7. Use information ga	n idea of a text; recount the key o ain idea. onship between a series of histor or steps in technical procedures i ne, sequence, and cause/effect. ined from illustrations (e.g., map lemonstrate understanding of the events occur).	ical events, scientific n a text, using language s, photographs) and the

RL.1., RI.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	By the end of each English language proficiency level, an ELL can							
ELP.2-3.2.	Level 1	Level 2	Level 3	Level 4	Level 5			
<ul> <li>participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> </ul>	<ul> <li>listen to and occasionally participate in short conversations</li> <li>respond to simple yes/no and some wh- questions.</li> </ul>	<ul> <li>participate in short conversations, discussions, and written exchanges</li> <li>take turns</li> <li>respond to simple yes/no and wh- questions</li> </ul>	<ul> <li>participate in short discussions and written exchanges</li> <li>follow the rules for discussion</li> <li>ask questions to gain information or clarify understanding</li> <li>respond to the comments of others</li> <li>contribute his or her own comments</li> </ul>	<ul> <li>participate in discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer questions</li> <li>build on the ideas of others</li> <li>contribute his or her own ideas</li> </ul>	<ul> <li>participate in extended discussions, conversations, and written exchanges</li> <li>follow the rules for discussion</li> <li>ask and answer question</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> </ul>			
	about familiar topics.	about familiar topics.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.			
		ing in one or more of the		-				
texts with evider EP5. Build upon the ide	eas of others and articulate his o	solving them.		<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and com</li></ul>	d design solutions.			
her own ideas wh	ten working conaborativery.							
her own ideas wh		ing in tasks aligned with	the following Grade 3 E	ELA Standards:				
W.6. With some guidanc	when engag	echnology, including the Interr	net, to produce and publish w	ELA Standards:	ollaborate with others;			
<ul> <li>W.6. With some guidance demonstrate sufficient of the sufficient of the</li></ul>	when engage e and support from adults, use t ient command of keyboarding sk in a range of collaborative discus ing their own clearly. ions prepared, having read or str ussion. pon rules for discussions (e.g., ga	echnology, including the Interr ills to type a minimum of one p sions (one-on-one, in groups, a udied required material; explici aining the floor in respectful wa	net, to produce and publish we bage in a single sitting. and teacher-led) with diverse itly draw on that preparation ays, listening to others with c	riting as well as to interact and c partners on grade 3 topics and t and other information known ak are, speaking one at a time abou	<i>exts</i> , building on others' bout the topic to explore			

	By the end of each English language proficiency level, an ELL can							
ELP.2-3.3.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can					with some details,			
speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver simple oral presentations</li> <li>compose written texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>	<ul> <li>deliver oral presentation:</li> <li>compose written narratives</li> <li>compose informational texts</li> </ul>			
	about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.			
	when engag	ing in one or more of the	e following content-speci	fic practices:				
texts with evidence. EP2. Produce clear and co development, organiz		<ul><li>MP1. Make sense of problem them.</li><li>MP6. Attend to precision.</li></ul>	ns and persevere in solving	SP6. Construct explanations SP8. Obtain, evaluate, and o	•			
	when engag	ing in tasks aligned with	the following Grade 3 EL	A Standards:				
a. Introduce a topi b. Develop the top c. Use linking word	explanatory texts to examine a ic and group related information ic with facts, definitions, and do ds and phrases (e.g., <i>also, anoth</i> uding statement or section.	n together; include illustration etails.	s when useful to aiding compre					
a. Establish a situa b. Use dialogue ar	develop real or imagined exper ation and introduce a narrator a nd descriptions of actions, thou yords and phrases to signal ever of closure.	and/or characters; organize an ghts, and feelings to develop e	event sequence that unfolds na	aturally.	situations.			
SL.4. Report on a topic	or text, tell a story, or recount a	an experience with appropriate	e facts and relevant, descriptive	e details, speaking clearly at ar	understandable pace.			

		By the end o	of each E	nglish language proficienc	nglish language proficiency level, an ELL can				
.P.2-3.4.	Level 1	Level 2		Level 3	Level 4	Level 5			
n ELL can onstruct grade- opropriate oral and ritten claims and upport them with	• express an opinion	express an opinion		<ul> <li>express an opinion</li> <li>give one or more reasons for the opinion</li> </ul>	<ul> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> </ul>	<ul> <li>introduce a topic</li> <li>express opinions</li> <li>give several reasons for the opinions</li> <li>provide a concluding statement</li> </ul>			
asoning and vidence	about a familiar topic.	about a familiar to story.	opic or	about a familiar topic or story.	about a variety of topics.	about a variety of topics.			
	when eng	aging in one or m	ore of th	e following content-speci	fic practices:				
organization, and audience. EP3. Construct valid a reasoning of oth EP5. Build upon the ic when working co	leas of others and articulate h	, purpose, and critique the is or her own ideas	cri	nstruct viable arguments and tique reasoning of others. rend to precision.	<ul><li>SP4. Analyze and interp</li><li>SP7. Engage in argume</li><li>SP8. Obtain, evaluate, a information.</li></ul>	nt from evidence.			
	when eng	aging in tasks alig	ned with	the following Grade 3 EL	A Standards:				
<ul><li>a. Introduce the t</li><li>b. Provide reason</li><li>c. Use linking word</li><li>d. Provide a concord</li></ul>	is that support the opinion. rds and phrases (e.g., <i>because</i> luding statement or section.	bout, state an opinion , therefore, since, for e	, and creat example) to	e an organizational structure th connect opinion and reasons. facts and relevant, descriptive o		understandable pace.			
	ccurately grade-appropriate c								

		By the en	d of each Er	glish language proficiend	cy level, an ELL can	
ELP.2-3.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5
conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects</li> <li>gather information from provided sources</li> <li>label information.</li> </ul>	<ul> <li>with promptin support,</li> <li>carry out sho or shared resprojects</li> <li>recall inform experience</li> </ul>	ort individual search nation from	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects</li> <li>recall information from experience</li> </ul>	<ul> <li>with prompting and support,</li> <li>carry out short individual or shared research projects,</li> <li>recall information from experience</li> <li>antibast information from</li> </ul>	<ul> <li>carry out short individua or shared research projects,</li> <li>recall information from experience</li> </ul>
		<ul> <li>gather information from provided sources</li> <li>record some information/observations in simple notes.</li> </ul>		<ul> <li>gather information from provided sources</li> <li>record information/ observations in orderly notes.</li> <li>e following content-specidial</li> </ul>	<ul> <li>gather information from multiple sources</li> <li>sort evidence into provided categories.</li> </ul>	<ul> <li>gather information from multiple sources</li> <li>sort evidence into categories.</li> </ul>
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when worki	of a range of grade-level compl knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his ng collaboratively. cures to communicate context-s	ntegrating, or her own		ense of problems and ere in solving them.	<ul> <li>SP3. Plan and carry out inv</li> <li>SP6. Construct explanation</li> <li>SP8. Obtain, evaluate, and information.</li> </ul>	ns and design solutions.
W.8. Recall information	when engage arch projects that build knowle from experiences or gather info or text, tell a story, or recount a	dge about a top prmation from p	ic. rint and digital		urces and sort evidence into p	-

		By the end of	each En	nglish language proficienc	y level, an ELL ca	n		
ELP.2-3.6.	Level 1	Level 2		Level 3	Level 4		Level 5	
An ELL can analyze and critique the arguments of others orally and in writing	<ul> <li>with prompting and support,</li> <li>use a few frequently occurring words and phrases to identify a point an author or a speaker makes.</li> </ul>	<ul> <li>with prompting and support,</li> <li>identify a reason an author or a speaker g to support the main point.</li> </ul>		<ul> <li>tell how one or two reasons support the main point an author or a speaker makes.</li> </ul>	• tell how one or two reasons support the specific points an author or a speaker makes.		<ul> <li>describe how reasons support the specific points an author or a speaker makes.</li> </ul>	
organization, and audience. EP3. Construct valid a of others. EP4. Build and presen comparing, and s	d coherent writing in which the d style are appropriate to task, p rguments from evidence and cri t knowledge from research by in synthesizing ideas from texts. leas of others and articulate his	development, ourpose, and itique the reasoning ntegrating,	<b>MP1.</b> M in <b>MP3.</b> Co	e following content-speci ake sense of problems and pers solving them. onstruct viable arguments and itique reasoning of others.	severe SP1. Ask qu SP6. Const solution SP7. Engag SP8. Obtain	ruct expla ons. e in argu	and define problems. anations and design ment from evidence. te, and communicate	
				the following Grade 3 EL				
<b>RI.8.</b> Describe the logic	al connection between particula	r sentences and para	graphs in	a text (e.g., comparison, cause,	effect, first/second/tl	hird in a s	sequence).	
W.1b. Provide reasons the	nat support the opinion.							
SL.3. Ask and answer qu	uestions about information fron	n a speaker, offering a	ppropriat	e elaboration and detail.				
-	ccurately grade-appropriate cor ships (e.g., <i>After dinner that nig</i> i			and domain-specific words and	phrases, including the	ose that s	signal spatial and	

adapt language choices to purpose, task, and audience writingsome words learned through conversations, reading, and being read to.awareness of differences between informal "playground speech" and language appropriate to the classroomformal and informal use of Englishas appropriate, to formal and informal contextsas appropriate, to formal and informal contextswritingsome words learned through conversations, reading, and being read to.use some words learned through conversations,(at Grade 3), use an increasing number of general academic and conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and• (at Grade 3), use a wider range of general academic and content- specific words in conversations and <th></th> <th></th> <th>By the end o</th> <th>f each En</th> <th>glish language proficie</th> <th>ncy level, an ELL can</th> <th></th>			By the end o	f each En	glish language proficie	ncy level, an ELL can	
adapt language choices to purpose, task, and audience when speaking and writingsome words learned through conversations, reading, and being read to.awareness of differences between informal "playground speech" and language appropriate to the classroomformal and informal use of Englishas appropriate, to formal and informal contextsas appropriate, to for and informal contextsas appropriate, to for and informal contextsas appropriate, to for and informal contextsas appropriate, to for academic and contextsas appropriate, to for academic and conversation, conversation, and and informal contexts<	ELP.2-3.7.	Level 1	Level 2		Level 3	Level 4	Level 5
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.       MP6. Attend to precision.       SP1. Ask questions and define problems.         SP6. Construct explanations and design solutions.       SP8. Obtain, evaluate, and communicate information.	adapt language choices to purpose, task, and audience when speaking and	some words learned through conversations, reading, and being read	<ul> <li>awareness of differences between informal "playground speech" and language appropriate to the classroom</li> <li>use some words learned through conversations, reading, and being read to.</li> </ul>		<ul> <li>formal and informal use of English</li> <li>(at Grade 3), use an increasing number of general academic and content-specific words in conversations and</li> </ul>	<ul> <li>as appropriate, to formal and informal contexts</li> <li>(at Grade 3), use a wider range of general academic and content- specific words in conversations and</li> </ul>	
organization, and style are appropriate to the task, purpose, and audience.SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.		when engag	ging in one or mo	ore of the	e following content-spe	cific practices:	
	organization, and audience.	d style are appropriate to the tas	sk, purpose, and	<b>MP6.</b> Att		SP6. Construct explanations and	design solutions.

**W.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**SL.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**L.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

		By the end o	of each En	glish language proficien	cy level, an ELL can	
ELP.2-3.8.	Level 1	Level	2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul>	<ul> <li>using context, vi and knowledge of morphology in h native language,</li> <li>ask and answe questions abou meaning of free occurring word phrases, and expressions</li> </ul>	of is or her r ut the equently	<ul> <li>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</li> <li>determine the meaning of less-frequently occurring words and phrases, content- specific words, and some idiomatic expressions</li> </ul>	<ul> <li>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</li> <li>determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> </ul>	<ul> <li>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, and some common prefixes),</li> <li>determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions</li> <li>(at Grade 3) some general academic and content-specific vocabulary</li> </ul>
	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.		in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.	in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.
	when engaging	in one or mor	e of the fo	ollowing content-specifie	c practices:	
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c	•			ke sense of problems and severe in solving them.	SP1. Ask questions and defi SP8. Obtain, evaluate, and o	•
	when engaging	in tasks aligne	d with th	e following Grade 3 ELA	Standards:	
Literature RL.4. Ask and answer question	ns about unknown words in a t	text.		Informational Text RI.4. With prompting and su words in a text.	pport, ask and answer question	ons about unknown
<ul> <li>b. Use the most frequer</li> <li>With guidance and supp</li> <li>a. Sort common objects</li> <li>b. Demonstrate underst</li> <li>c. Identify real-life conn</li> </ul>	gs for familiar words and apply htly occurring inflections and a	them accurately ( ffixes (e.g., -ed, -s, relationships and foods) to gain a se g verbs and adjecti neir use (e.g., note	e.g., knowir re-, un-, pro nuances in v nse of the c ives by relat places at sc	ng <i>duck</i> is a bird and learning t e-, -ful, -less) as a clue to the n word meanings. oncepts the categories repres ing them to their opposites (a hool that are colorful).	the verb to <i>duck</i> ). neaning of an unknown word. ent. ntonyms).	

		By the end of each En	glish language proficien	cy level, an ELL can	
LP.2-3.9.	Level 1	Level 2	Level 3	Level 4	Level 5
n ELL can reate clear and oherent grade-	with support (including context and visual aids), and using non-verbal communication,	with support (including visual aids and modeled sentences),	with support (including modeled sentences),	with increasingly independent control,	with independent control,
ppropriate speech nd text	<ul> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences with limited control.</li> </ul>	<ul> <li>communicate simple information about a topic</li> <li>recount two events in sequence</li> <li>use frequently occurring linking words (e.g., and, then) with emerging control.</li> </ul>	<ul> <li>present a few pieces of information about a topic</li> <li>recount a short sequence of events</li> <li>use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.</li> </ul>	<ul> <li>introduce an informational topic</li> <li>present facts about the topic</li> <li>recount a sequence of events, using temporal words (<i>before, after,</i> <i>soon</i>)</li> <li>use linking words (e.g., <i>because, and, also</i>) to connect ideas or events.</li> </ul>	<ul> <li>introduce an informational topic</li> <li>present facts about the topic</li> <li>use temporal words to recount a coherent sequence of events,</li> <li>use linking words (e.g., <i>because, and, also</i>) to connect ideas and event</li> <li>provide a concluding statement about the topic.</li> </ul>
development, d	when enga and coherent writing in which th organization, and style are task, purpose, and audience.	them.	e following content-spect	g SP7. Engage in argumer SP8. Obtain, evaluate, a	
abbi abination		of others.	. 0		
L	when enga	ging in tasks aligned with	the following Grade 3 EL	A Standards:	
W.2c. Use linking wor W.3c. Use temporal v	rds and phrases (e.g., <i>also, anot</i> words and phrases to signal even	ce writing in which the developr	deas within categories of infor nent and organization are app		understandekle pase

		By the end of each E	nglish language proficie	ncy level, an ELL can	
ELP.2-3.10.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>with support (including context and visual aids),</li> <li>understand and use a small number of frequently occurring nouns and verbs</li> <li>respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>recognize and use some frequently occurring collective nouns (e.g. group)</li> <li>recognize and use some frequently occurring verbs, adjectives, adjectives, adverbs, and</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>use some collective nouns</li> <li>use the past tense of some frequently occurring irregular verbs</li> <li>use some frequently occurring adjectives, adverbs, and</li> </ul>	<ul> <li>use collective nouns</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use an increasing number of adjectives, adverbs, and conjunctions</li> </ul>	<ul> <li>use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>)</li> <li>use the past tense of frequently occurring irregular verbs</li> <li>use coordinating and</li> </ul>
		<ul> <li>conjunctions</li> <li>produce simple sentences in response to prompts.</li> </ul>	<ul> <li>conjunctions</li> <li>produce and expand simple and some compound sentences.</li> </ul>	<ul> <li>produce and expand simple, compound, and (at Grade 3) a few complex sentences.</li> </ul>	<ul> <li>commonly used subordinating conjunctions, adjectives, and adverbs</li> <li>produce and expand simple, compound, and (at Grade 3) some complex sentences.</li> </ul>
			e following content-specif	ic practices:	
organization, and audience.	d coherent writing in which the style are appropriate to task, p tures to communicate context-	purpose, and	Attend to precision. S	P8. Obtain, evaluate, and com	municate information.
			n the following Grade 3 ELA	A Standards:	
standard English g a. Explain the fur b. Form and use f c. Use abstract n d. Form and use f e. Form and use f f. Ensure subject g. Form and use f h. Use coordinati i. Produce simple L.3. Use knowledge of	mmand of the conventions of st grammar and usage when writi nction of nouns, pronouns, verk regular and irregular plural nou ouns (e.g., childhood). regular and irregular verbs. the simple (e.g., I walked; I wal -verb and pronoun-antecedent comparative and superlative ac ing and subordinating conjunct e, compound, and complex sen f language and its conventions and phrases for effect.	ng or speaking. bs, adjectives, and adverbs in ins. <i>k; I will walk</i> ) verb tenses. t agreement. djectives and adverbs, and ch ions. tences.	general and their functions in oose between them dependin		ne conventions of
	observe differences between t	the conventions of spoken an	d written standard English.		

#### Grade 4 ELA Standards Matrix

Use the **Grade 4 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

	ELD Stendende		Correspondi	ng CCSS for EL	A Standard	s
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

#### Grades 4-5 ELP Standards with Grade 4 Correspondences

ELP.4-5.1.		By the end of each En	glish language proficien	cy level, an ELL can	
	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of
	strategies to:	strategies to:	strategies to:	strategies to:	strategies to:
construct meaning					
rom oral	<ul> <li>identify a few key words</li> </ul>	<ul> <li>identify the main topic</li> </ul>	• determine the main idea	<ul> <li>determine the main idea</li> </ul>	determine two or more
presentations and	and phrases	<ul> <li>retell a few key details</li> </ul>	or theme, and	or theme, and	main ideas or themes
iterary and			<ul> <li>retell a few key details</li> </ul>	<ul> <li>explain how some key</li> </ul>	<ul> <li>explain how key detail</li> </ul>
nformational text			<ul> <li>retell familiar stories</li> </ul>	details support the main	support the main ideas
hrough grade-				idea or theme	or themes
appropriate listening,				<ul> <li>summarize part of a text</li> </ul>	<ul> <li>summarize a text</li> </ul>
reading, and					
viewing	from read-alouds, simple	from read-alouds, simple	from read-alouds, simple	from read-alouds, written	from read-alouds, writte
	written texts, and oral	written texts, and oral	written texts, and oral	texts, and oral	texts, and oral
	presentations.	presentations.	presentations.	presentations.	presentations.
<b>EP3.</b> Construct valid argun <b>EP4.</b> Build and present kno	a range of grade-level complex nents from evidence and critiqu owledge from research by integ	ue the reasoning of others. grating, comparing, and synthe	sizing ideas from texts.	IP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.
EPS. Build upon the ideas	of others and articulate his or h	gaging in tasks aligned with		Standards:	
		, , , ,	0		
Literature			_		
summarize the text	e of a story, drama, or poem fro t.	om details in the text;	Informational Text RI.2. Determine the main details; summarize t	idea of a text and explain how i he text.	
<ul><li>RL.2. Determine a theme summarize the text</li><li>RL.3. Describe in depth a specific details in the specific details</li></ul>	e of a story, drama, or poem fro t. a character, setting, or event in he text (e.g., a character's thou	om details in the text; a story or drama, drawing on ghts, words, or actions).	Informational Text RI.2. Determine the main details; summarize t RI.3. Explain events, proc technical text, includ	idea of a text and explain how i he text. edures, ideas, or concepts in a h ding what happened and why, ba	istorical, scientific, or
<ul> <li>RL.2. Determine a theme summarize the text</li> <li>RL.3. Describe in depth a specific details in the specific details in the specific details in the specific details in the specific details of the specifi</li></ul>	e of a story, drama, or poem fro t. a character, setting, or event in	om details in the text; a story or drama, drawing on ghts, words, or actions). drama and a visual or oral	Informational Text RI.2. Determine the main details; summarize t RI.3. Explain events, proc technical text, includ information in the te RI.7. Interpret informatio charts, graphs, diago	idea of a text and explain how i the text. edures, ideas, or concepts in a h ding what happened and why, b ext. n presented visually, orally, or q rams, time lines, animations, or lain how the information contri	historical, scientific, or ased on specific Juantitatively (e.g., in interactive elements on
<ul> <li>RL.2. Determine a theme summarize the text</li> <li>RL.3. Describe in depth a specific details in the specific details in the specific details in the specific details in the descriptions and distributions and distributi</li></ul>	e of a story, drama, or poem fro t. a character, setting, or event in he text (e.g., a character's thou between the text of a story or e text, identifying where each v	om details in the text; a story or drama, drawing on ghts, words, or actions). drama and a visual or oral rersion reflects specific	Informational Text RI.2. Determine the main details; summarize t RI.3. Explain events, proc technical text, includ information in the te RI.7. Interpret informatio charts, graphs, diage Web pages) and exp of the text in which	idea of a text and explain how i the text. edures, ideas, or concepts in a h ding what happened and why, b ext. n presented visually, orally, or a rams, time lines, animations, or i ilain how the information contri it appears.	historical, scientific, or ased on specific Juantitatively (e.g., in interactive elements on

	By the end of each Er	nglish language proficier	ncy level, an ELL can	
Level 1	Level 2	Level 3	Level 4	Level 5
<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and wh- questions</li> </ul>	<ul> <li>participate in short conversations and discussions</li> <li>participate in short written exchanges</li> <li>respond to others' comments</li> <li>add some comments of his or her own</li> <li>ask and answer questions</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>participate in written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> </ul>	<ul> <li>participate in extended conversations and discussions</li> <li>participate in extended written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and detaile information using evidence</li> <li>summarize the key ideas expressed</li> </ul>
about familiar topics.	about familiar topics and texts.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.
when en	gaging in one or more of the	e following content-specif	ic practices:	
nce.	solving them.		<b>SP6.</b> Construct explanations an	d design solutions.
when en	gaging in tasks aligned with	the following Grade 4 ELA	Standards:	
ient command of keyboarding s in a range of collaborative discus ng their own clearly.	kills to type a minimum of one ssions (one-on-one, in groups, a	page in a single sitting. and teacher-led) with diverse	partners on grade 4 topics and t	<i>texts,</i> building on others'
	<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh- questions</li> </ul> about familiar topics. when engings s of a range of grade-level compinee. leas of others and articulate his of hen working collaboratively. when enging ce and support from adults, use to itent command of keyboarding slip in a range of collaborative discussing their own clearly. sions prepared, having read or st	Level 1       Level 2         • participate in short conversations       • participate in short conversations         • participate in short written exchanges       • participate in short conversations         • actively listen to others       • participate in short written exchanges         • actively listen to others       • participate in short written exchanges         • actively listen to others       • respond to simple questions and some wh- questions         about familiar topics.       • about familiar topics and texts.         when engaging in one or more of the s of a range of grade-level complex nce.       MP1. Make sense of profision solving them.         kas of others and articulate his or hen working collaboratively.       MP6. Attend to precision when engaging in tasks aligned with the and support from adults, use technology, including the Interri- tient command of keyboarding skills to type a minimum of one in a range of collaborative discussions (one-on-one, in groups, a ng their own clearly.	Level 1       Level 2       Level 3         • participate in short conversations       • participate in short conversations       • participate in short conversations       • participate in short conversations and some short written exchanges       • participate in short written exchanges       • respond to others' comments       • respond to others' comments       • add some comments of his or her own       • add some comments of his or her own       • add some comments of his or her own       • ads and answer questions         about familiar topics.       about familiar topics and texts.       • ads one comments o	<ul> <li>participate in short conversations</li> <li>participate in short conversations</li> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh- questions</li> <li>about familiar topics.</li> <li>about familiar topics and texts.</li> <li>about familiar topics and articulate his or hen working collaboratively.</li> <li>MP1. Make sense of problems and persevere in solving them.</li> <li>MP2. Attend to precision.</li> <li>MP4. Attend to precision.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>MP6. Attend to precision.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>MP6. Attend to precision.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>MP6. Attend to precision.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>MP6. Attend to precision.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>MP6. Attend to precision.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>SP4. Obtain, evaluate, and com</li> <li>SP8. Obtain, evaluate, and com</li> <li>SP4. Analyze and interpret data solving them.</li> <li>SP4. Analyze and interpret data solving them.</li> <li>SP4. Obtain, evaluate, and com</li> <li< td=""></li<></ul>

		•	nglish language proficiend		
ELP.4-5.3.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can speak and write about			including a few details,	including some details,	including details and examples to develop a topic,
grade-appropriate	• communicate simple	<ul> <li>deliver short oral</li> </ul>	<ul> <li>deliver short oral</li> </ul>	deliver short oral     deliver oral	<ul> <li>deliver oral</li> </ul>
complex literary and	information	presentations	presentations	presentations	presentations
informational texts		<ul> <li>compose written texts</li> </ul>	<ul> <li>compose written</li> </ul>	<ul> <li>compose written</li> </ul>	• compose written
and topics			narratives or	narratives or	narrative or
			informational texts	informational texts	informational texts
	about familiar texts, topics,	about familiar texts, topics,	about familiar texts, topics,	about a variety of texts,	about a variety of texts,
	events, or objects in the	and experiences.	and experiences.	topics, and experiences.	topics, and experiences.
	environment.				
			e following content-specific	practices:	
<b>EP1.</b> Support analyses of a texts with evidence.	a range of grade-level complex	<ul> <li>MP1. Make sense of problems and persevere in solving them.</li> <li>MP6. Attend to precision.</li> </ul>		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information</li></ul>	
<b>EP2.</b> Produce clear and col	herent writing in which the			<b>3F6.</b> Obtain, evaluate, and communicate information.	
development, organiz	-				
appropriate to the ta	sk, purpose, and audience.				
	when eng	aging in tasks aligned with	the following Grade 4 ELA S	Standards:	
	xplanatory texts to examine a to	opic and convey ideas and info	rmation clearly.		
a. Introduce a topic aiding comprehe	, .	mation in paragraphs and sect	ions; include formatting (e.g., h	eadings), illustrations, and m	ultimedia when useful to
b. Develop the topic	c with facts, definitions, concre		information and examples rela		
			her, for example, also, because	).	
d. Use precise langu	lage and domain-specific vocab	oulary to inform about or explai	in the topic.		
W.3. Write narratives to d	levelop real or imagined experi	ences or events using effective	technique, descriptive details,	and clear event sequences.	
a. Orient the reader	by establishing a situation and	introducing a narrator and/or	characters; organize an event s	sequence that unfolds natural	ly.
0			esponses of characters to situat	tions.	
	ransitional words and phrases t rds and phrases and sensory de				
	sion that follows from the narra		events precisely.		
<b>SI 4</b> Report on a topic or	text tell a story or recount an	experience in an organized ma	anner, using appropriate facts a	nd relevant descriptive detai	ls to support main ideas or
	ly at an understandable pace.	experience in an organized file		na relevant, descriptive deta	is to support main lucas Of
themes; speak clear	ly at an understandable pace.				

		By the end o	of each English language proficiency level, an ELL can					
LP.4-5.4.	Level 1	Level 2		Level 3	Level 4	Level 5		
onstruct grade- ppropriate oral and vritten claims and upport them with easoning and vidence	• express an opinion about a familiar topic.	<ul> <li>construct a simple claim about a familiar topic</li> <li>give a reason to support the claim.</li> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide a few reasons or facts to support the claim.</li> </ul>		<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide several reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>			
	when eng	gaging in one or m	ore of th	e following content-specific	practices:	-		
organization, and audience. EP3. Construct valid a reasoning of othe EP5. Build upon the id when working co	eas of others and articulate his	urpose, and tique the or her own ideas			t from evidence.			
L	when eng	gaging in tasks alig	ned with	the following Grade 4 ELA	Standards:			
a. Introduce a to b. Provide reaso c. Link opinion a d. Provide a con	eces on topics or texts, supportin pic or text clearly, state an opin ns that are supported by facts an nd reasons using words and phr cluding statement or section rela c or text, tell a story, or recount a	ion, and create an o nd details. ases (e.g., f <i>or instan</i> ated to the opinion j	rganizatior <i>ce, in orde</i> presented.	nal structure in which related id r to, in addition).				
	c clearly at an understandable pa		- 8					
	accurately grade-appropriate ge e.g., quizzed, whined, stammered							

		By the en	cy level, an ELL can			
LP.4-5.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5
An ELL can onduct research and evaluate and communicate findings o answer questions or solve problems	<ul> <li>recall information from experience</li> <li>gather information from a few provided sources</li> <li>label some key information.</li> </ul>	<ul> <li>recall inform experience</li> <li>gather inform provided sout</li> <li>record some</li> </ul>	nation from irces information.	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>identify key information in orderly notes.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>record information in organized notes, with charts, tables, or other graphics, as appropriate</li> <li>provide a list of sources.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources</li> <li>summarize key ideas and information in detailed and orderly notes, with graphics as appropriate</li> <li>provide a list of sources.</li> </ul>
evidence. EP4. Build and present comparing, and so EP5. Build upon the ide ideas when worki	of a range of grade-level comp knowledge from research by in ynthesizing ideas from texts. eas of others and articulate his ng collaboratively. cures to communicate context-s	lex texts with ntegrating, or her own	MP1. Make s	e following content-specific ense of problems and ere in solving them.	SP3. Plan and carry out inv SP6. Construct explanation SP8. Obtain, evaluate, and information.	is and design solutions.
<b>W.7.</b> Conduct short rese	when en		-	the following Grade 4 ELA	Standards:	
<ul><li>W.8. Recall relevant info sources.</li><li>W.9. Draw evidence from</li></ul>	ormation from experiences or g m literary or informational text	ather relevant in s to support anal	formation from	n print and digital sources; take , and research.	e notes and categorize informat and relevant, descriptive detail	

		By the end of	each En	nglish language proficiend	y level,	, an ELL can	
ELP.4-5.6.	Level 1	Level 2		Level 3		Level 4	Level 5
An ELL can analyze and critique the arguments of others orally and in writing	<ul> <li>identify a point an author or speaker makes.</li> </ul>	to support a main • agree or disagree	athor or speaker givesreasons support thesupport and an pointsupport a main pointspecific points an authorpgree or disagree withor speaker makes or failsspecific points		<ul> <li>describe how reasons support the specific points an author or speaker makes or fails to make.</li> </ul>		<ul> <li>explain how an author or speaker uses reasons and evidence to support or fail to support particular points</li> <li>(at grade 5) identify which reasons and evidence support which points.</li> </ul>
organization, an audience. EP3. Construct valid a of others. EP4. Build and preser comparing, and	d coherent writing in which the d style are appropriate to task, p rguments from evidence and crit at knowledge from research by in synthesizing ideas from texts. deas of others and articulate his o	development, urpose, and tique the reasoning tegrating,	<b>MP1.</b> M in <b>MP3.</b> Co	e following content-specific ake sense of problems and per solving them. onstruct viable arguments and itique reasoning of others.	_	SP1. Ask questions a SP6. Construct expla solutions.	anations and design ment from evidence.

#### when engaging in tasks aligned with the following Grade 4 ELA Standards:

RI.8. Explain how an author uses reasons and evidence to support particular points in a text.

W.1b. Provide reasons that are supported by facts and details.

- SL.3. Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).

		By the end of	f each Er	nglish language proficien	cy level, an ELL can	
.P.4-5.7.	Level 1	Level 2		Level 3	Level 4	Level 5
n ELL can		with emerging con	trol,	with developing control,	with increasing ease,	
dapt language noices to purpose, sk, and audience hen speaking and riting	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language of to different social academic conter</li> <li>use some words through conversi- reading, and bein to.</li> </ul>	al and its learned ations,	<ul> <li>adapt language choices according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words, phrases, and expressions</li> </ul>	<ul> <li>adapt language choices and style (includes register) according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific words and phrases</li> </ul>	<ul> <li>adapt language choice and style according to purpose, task, and audience</li> <li>use a wide variety of general academic and content-specific words and phrases</li> </ul>
				in conversation, discussions, and short written text.	in speech and writing.	in speech and writing.
	when eng	gaging in one or m	ore of the	e following content-specifi	c practices:	
organization, and audience.	d coherent writing in which the style are appropriate to the tas tures to communicate context-s	k, purpose, and	MP6. Att	SF	<ul> <li>P1. Ask questions and define p</li> <li>P6. Construct explanations and</li> <li>P8. Obtain, evaluate, and comp</li> </ul>	design solutions.
	when eng	aging in tasks alig	ned with	the following Grade 4 ELA	Standards:	
W.5. With guidance an	d support from peers and adult	s, develop and stren	gthen writ	ing as needed by planning, rev	vising, and editing.	
	ween contexts that call for form ormal English when appropriate		-	ns) and situations where inforr	nal discourse is appropriate (e.	g., small-group
	accurately grade-appropriate ge .g., quizzed, whined, stammered					

		By the end o	of each En	glish language proficien	cy level, an ELL can	
ELP.4-5.8.	Level 1	Level	2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in his or her native language,	using context, so aids, reference n and knowledge c morphology in h native language,	naterials, of is or her	using context, visual aids, reference materials, and a developing knowledge of English morphology,	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul>	<ul> <li>determine the of some freque occurring word phrases, and e</li> </ul>	ently ds,	<ul> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul>
	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in simple oral dis read-alouds, and texts about fami experiences, or e	l written liar topics,	in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
	when engagi	ng in one or mo	re of the fo	- ollowing content-specific p	ractices:	
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c	-			e sense of problems and severe in solving them.	<b>SP1.</b> Ask questions and defi <b>SP8.</b> Obtain, evaluate, and e	
	when engagi	ng in tasks align	ed with the	e following Grade 4 ELA Sta	andards:	
<ul> <li>L.4. Determine or clarify the n strategies.</li> <li>a. Use context (e.g., defir b. Use common, grade-ap c. Consult reference mat key words and phrases</li> <li>L.5. Demonstrate understandi</li> </ul>	icant characters found in mythe neaning of unknown and mult nitions, examples, or restatem opropriate Greek and Latin aff erials (e.g., dictionaries, glossa	hology (e.g., Hercu iple-meaning word ents in text) as a c ixes and roots as c aries, thesauruses) rd relationships, ar	ncluding I Ilean). ds and phras lue to the m lues to the r , both print nd nuances i	eaning of a word or phrase. meaning of a word or phrase. meaning of a word (e.g., <i>teleg</i> a and digital, to find the pronur n word meanings.	t to a grade 4 topic or subject and content, choosing flexibly raph, photograph, autograph)	area. from a range of
b. Recognize and explain	the meaning of common idior nding of words by relating the	ms, adages, and pr	overbs.		out not identical meanings (sy	nonyms).

		By the end of each Er	nglish language proficiend	cy level, an ELL can	
ELP.4-5.9.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids), and using non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>communicate simple information about a topic</li> <li>recount a simple sequence of events in order</li> <li>use frequently occurring linking words (e.g., and, then)</li> </ul>	<ul> <li>vith support (including modeled sentences),</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>recount a short sequence of events in order</li> <li>use an increasing range of temporal and other linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> </ul>	<ul> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use a variety of linking words and phrases to connect ideas, information, or events</li> <li>provide a concluding statement or section.</li> </ul>
	with limited control.	with emerging control.	with developing control.	provide a conclusion     with increasingly     independent control.  practices:	
development,	and coherent writing in which the organization, and style are task, purpose, and audience.	e <b>MP1.</b> Make sense of pro	oblems and persevere in solving	g SP7. Engage in argumen SP8. Obtain, evaluate, a	

#### when engaging in tasks aligned with the following Grade 4 ELA Standards:

W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.3c. Use a variety of transitional words and phrases to manage the sequence of events.

W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

		By the end of ea	ach En	glish language proficie	ency level, an ELL can	
LP.4-5.10.	Level 1	Level 2		Level 3	Level 4	Level 5
n ELL can nake accurate use of tandard English to ommunicate in rade-appropriate peech and vriting	<ul> <li>with support (including context and visual aids),</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (includir visual aids and model sentences),</li> <li>recognize and use s frequently occurring nouns, pronouns, vo prepositions, adject adverbs, and conjunctions</li> <li>produce simple sentences in resport prompts.</li> </ul>	ome g erbs, tives,	<ul> <li>with support (including modeled sentences),</li> <li>use some relative pronouns (e.g., who, whom, which, that),</li> <li>use some relative adverbs (e.g., where, when, why),</li> <li>use some prepositional phrases</li> <li>produce and expand simple and compound sentences.</li> </ul>	<ul> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why),</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use relative pronouns (e.g., who, whom, which that),</li> <li>use relative adverbs (e.g., where, when, why</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>use the progressive and perfect verb tenses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
organization, and audience.	d coherent writing in which the style are appropriate to task, p tures to communicate context-	development, burpose, and specific messages.	<b>MP6.</b> At		SP8. Obtain, evaluate, and comr	nunicate information.
<ul> <li>a. Use relative p</li> <li>b. Form and use</li> <li>c. Use modal au</li> <li>d. Order adjecti</li> <li>e. Form and use</li> <li>f. Produce com</li> <li>g. Correctly use</li> <li>L.3. Use knowledge a</li> <li>a. Choose word</li> <li>b. Choose punction</li> </ul>	mmand of the conventions of s pronouns ( <i>who, whose, whom,</i> e the progressive (e.g., <i>I was wa</i> uxiliaries (e.g., <i>can, may, must</i> ) ves within sentences according e prepositional phrases. plete sentences, recognizing ar frequently confused words (e. of language and its convention: s and phrases to convey ideas tuation for effect. between contexts that call for	which, that) and relativ alking; I am walking; I w to convey various condi- to conventional patter and correcting inappropr g., to, too, two; there, th s when writing, speaking precisely.	e adver vill be w itions. ns (e.g. iate fra, heir). g, readi	bs (where, when, why). alking) verb tenses. , a small red bag rather tha gments and run-ons. ng, or listening.		te (e.g., small-group

#### Grade 5 ELA Standards Matrix

Use the **Grade 5 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

	ELP Standards		Correspondi	ng CCSS for E	LA Standards	5
		RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### **Legend for Domains**

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

#### Grades 4-5 ELP Standards with Grade 5 Correspondences

		By the end of each E	nglish language proficiency level, an ELL can				
LP.4-5.1.	Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can	use a very limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of		
	strategies to:	strategies to:	strategies to:	strategies to:	strategies to:		
onstruct meaning							
rom oral	<ul> <li>identify a few key words</li> </ul>	<ul> <li>identify the main topic</li> </ul>	<ul> <li>determine the main idea</li> </ul>	<ul> <li>determine the main idea</li> </ul>	<ul> <li>determine two or mor</li> </ul>		
presentations and	and phrases	<ul> <li>retell a few key details</li> </ul>	or theme, and	or theme, and	main ideas or themes		
iterary and			<ul> <li>retell a few key details</li> </ul>	<ul> <li>explain how some key</li> </ul>	<ul> <li>explain how key detail</li> </ul>		
nformational text			<ul> <li>retell familiar stories</li> </ul>	details support the main	support the main idea		
hrough grade-				idea or theme	or themes		
ppropriate listening,				<ul> <li>summarize part of a text</li> </ul>	<ul> <li>summarize a text</li> </ul>		
eading, and	from read-alouds, simple	fuere used slavels simula	с <u>г</u>				
viewing	written texts, and oral	from read-alouds, simple	from read-alouds, simple	from read-alouds, written	from read-alouds, writte		
0	presentations.	written texts, and oral	written texts, and oral	texts, and oral	texts, and oral		
	presentations.	presentations.	presentations.	presentations.	presentations.		
		gaging in one or more of the		-			
	a range of grade-level complex		M	P1. Make sense of problems	SP1. Ask questions and		
	ments from evidence and critiq	ue the reasoning of others. grating, comparing, and synthes	izing ideas from texts	and persevere in solving them.	define problems.		
		her own ideas when working co		them.			
	when eng	gaging in tasks aligned with t	he following Grade 5 ELA	Standards:			
Literature			Informational Text				
		om details in the text, including		ore main ideas of a text and exp	plain how they are		
	a story or drama respond to ch	•		tails; summarize the text.			
	on a topic; summarize the text rast two or more characters, se		•	hips or interactions between tw cepts in a historical, scientific, o			
	specific details in the text (e.g		specific information				
_		tribute to the meaning, tone, or	•	n from multiple print or digital s	ources, demonstrating		
beauty of a text (e	.g., graphic novel, multimedia p	presentation of fiction, folktale,	the ability to locate a	an answer to a question quickly	or to solve a problem		
myth, poem).			efficiently.				
	ately from a text when explaining	ng what the text says explicitly a	nd when drawing inferences f	rom the text.			
RL.1., RI.1. Quote accura	itely nom a text when explainin	is what the text suys explicitly a					
		on presented in diverse media a	-				

		By the end of each I	English language proficien	cy level, an ELL can	
ELP.4-5.2.	Level 1	Level 2	Level 3	Level 4	Level 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	<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and some wh- questions</li> </ul>	<ul> <li>participate in short conversations</li> <li>participate in short written exchanges</li> <li>actively listen to others</li> <li>respond to simple questions and wh- questions</li> </ul>	<ul> <li>participate in short conversations and discussions</li> <li>participate in short written exchanges</li> <li>respond to others' comments</li> <li>add some comments of his or her own</li> <li>ask and answer questions</li> </ul>	<ul> <li>participate in conversations and discussions</li> <li>participate in written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> </ul>	<ul> <li>participate in extended conversations and discussions</li> <li>participate in extended written exchanges</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and detailed information using evidence</li> <li>summarize the key ideas expressed</li> </ul>
	about familiar topics.	about familiar topics and texts.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.
	when en	gaging in one or more of the	e following content-specif	ic practices:	
texts with eviden <b>EP5.</b> Build upon the ide	of a range of grade-level compl ce. as of others and articulate his c ien working collaboratively.	solving them.		<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and com</li></ul>	d design solutions.
	when en	gaging in tasks aligned with	the following Grade 5 ELA	A Standards:	
	ce and support from adults, use cient command of keyboarding			writing as well as to interact and	collaborate with others;
ideas and expressi a. Come to discuss ideas under disc b. Follow agreed-u	ng their own clearly. sions prepared, having read or s	tudied required material; expli	icitly draw on that preparatio	e partners on <i>grade 5 topics and</i> n and other information known a te on the remarks of others.	

d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

		By the end of each English language proficiency level, an ELL can						
ELP.4-5.3.	Level 1	Level 2	Level 3	Level 4 Level 5				
An ELL can			including a few details,	including some details,	including details and examples to develop a topic,			
grade-appropriate	• communicate simple	<ul> <li>deliver short oral</li> </ul>	<ul> <li>deliver short oral</li> </ul>	<ul> <li>deliver short oral</li> </ul>	deliver oral			
omplex literary and	information	presentations	presentations	presentations	presentations			
nformational texts		• compose written texts	• compose written	<ul> <li>compose written</li> </ul>	<ul> <li>compose written</li> </ul>			
and topics			narratives or	narratives or	narrative or			
			informational texts	informational texts	informational texts			
	about familiar texts, topics,	about familiar texts, topics,	about familiar texts, topics,	about a variety of texts,	about a variety of texts,			
	events, or objects in the	and experiences.	and experiences.	topics, and experiences.	topics, and experiences.			
	environment.							
	when en	gaging in one or more of th	e following content-specific	practices:				
texts with evidence. EP2. Produce clear and co development, organi	a range of grade-level complex herent writing in which the ization, and style are isk, purpose, and audience.	<ul><li>MP1. Make sense of problem them.</li><li>MP6. Attend to precision.</li></ul>	ns and persevere in solving	<b>SP6.</b> Construct explanation <b>SP8.</b> Obtain, evaluate, and	-			
			the following Grade 5 ELA S	Standards:				
a. Introduce a top multimedia wh b. Develop the top c. Link ideas withi d. Use precise lang	explanatory texts to examine a ic clearly, provide a general obs en useful to aiding comprehens oic with facts, definitions, concr n and across categories of infor guage and domain-specific voca uding statement or section rela	ervation and focus, and group ion. ete details, quotations, or othe mation using words, phrases, a ibulary to inform about or expl	related information logically; ir r information and examples rel and clauses. ain the topic.		ngs), illustrations, and			
	develop real or imagined expe				ally			
	or by octabliching a cituation an		i characters, organize an event		any.			
a. Orient the read	er by establishing a situation an echniques, such as dialogue, des		p experiences and events or sh	ow the responses of characte	ers to situations.			
a. Orient the read b. Use narrative te c. Use a variety of	echniques, such as dialogue, des transitional words, phrases, an	scription, and pacing, to develo d clauses to manage the seque	nce of events.	ow the responses of characte	ers to situations.			
a. Orient the read b. Use narrative te c. Use a variety of d. Use concrete w	echniques, such as dialogue, des	scription, and pacing, to develo d clauses to manage the seque etails to convey experiences ar	nce of events.	ow the responses of characte	ers to situations.			

	By the end of each English language proficiency level, an ELL can								
.P.4-5.4.	Level 1	Level 2		Level 3	Level 4	Level 5			
n ELL can onstruct grade- opropriate oral and ritten claims and upport them with easoning and vidence	• express an opinion about a familiar topic.	<ul> <li>construct a simple claim about a familiar topic</li> <li>give a reason to support the claim.</li> </ul>		<ul> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide a few reasons or facts to support the claim.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide several reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>			
	when eng	gaging in one or n	nore of th	e following content-specific	practices:				
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>		crit	<ul> <li>SP4. Analyze and interpret data.</li> <li>SP7. Engage in argument from eviden</li> <li>SP8. Obtain, evaluate, and communic information.</li> </ul>		t from evidence.				
	when eng	gaging in tasks ali	gned with	the following Grade 5 ELA	Standards:				
<ul><li>a. Introduce a topi</li><li>b. Provide logically</li><li>c. Link opinion and</li><li>d. Provide a conclu</li></ul>	es on topics or texts, supporting ic or text clearly, state an opinic / ordered reasons that are supp d reasons using words, phrases, uding statement or section relat or text or present an opinion, se	n, and create an or orted by facts and c and clauses (e.g., c ed to the opinion p	ganizationa details. onsequentl resented.	al structure in which ideas are lo y, specifically).					
speak clearly at an	understandable pace.								

	By the end of each English language proficiency level, an ELL can							
ELP.4-5.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5		
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>recall information from experience</li> <li>gather information from a few provided sources</li> <li>label some key information.</li> </ul>	<ul> <li>recall inform experience</li> <li>gather inform provided sout</li> <li>record some</li> </ul>	mation from urces	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>identify key information in orderly notes.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources to answer a question</li> <li>record information in organized notes, with charts, tables, or other graphics, as appropriate</li> <li>provide a list of sources.</li> </ul>	<ul> <li>recall information from experience</li> <li>gather information from print and digital sources</li> <li>summarize key ideas and information in detailed and orderly notes, with graphics as appropriate</li> <li>provide a list of sources.</li> </ul>		
<ul> <li>when engaging in one of the second second</li></ul>		or more of the following content-specific MP1. Make sense of problems and persevere in solving them.		<ul> <li>spactices:</li> <li>SP3. Plan and carry out investigations.</li> <li>SP6. Construct explanations and design solutions.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>				
<ul><li>W.8. Recall relevant inform work, and provide a</li><li>W.9. Draw evidence from</li></ul>	rch projects that use several sc mation from experiences or ga list of sources. literary or informational texts text or present an opinion, sec	burces to build kn ther relevant inf to support analy	nowledge throu ormation from vsis, reflection,	print and digital sources; sumr and research.				

	By the end of each English language proficiency level, an ELL can								
.P.4-5.6.	Level 1	Level 1 Level 2		Level 3		Level 4	Level 5		
n ELL can nalyze and critique le arguments of thers orally and in riting	<ul> <li>identify a point an author or speaker makes.</li> </ul>	identify a point an author • identify a reason		an • tell how one or two reasons support the specific points an author or speaker makes or fails		ribe how reasons ort the specific ts an author or ker makes or fails to e.	<ul> <li>Level 5</li> <li>explain how an author or speaker uses reasons and evidence to support or fail to support particular points</li> <li>(at grade 5) identify which reasons and evidence support which points.</li> </ul>		
<ul> <li>when engaging in one or more or generation, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> </ul>			<ul> <li>MP1. Make sense of problems and persevere in solving them.</li> <li>MP3. Construct viable arguments and critique reasoning of others.</li> </ul>		-	<ul> <li>SP1. Ask questions and define problems.</li> <li>SP6. Construct explanations and design solutions.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>			
L	when eng	aging in tasks aligr	ned with	the following Grade 5 ELA S	Standar	ds:			

- SL.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

		By the end of	f each En	iglish language proficie	ency level, an ELL can	
LP.4-5.7.	Level 1	Level 2		Level 3	Level 4	Level 5
n ELL can		with emerging con	trol,	with developing control,	with increasing ease,	
dapt language hoices to purpose, ask, and audience vhen speaking and vriting	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language of to different social academic conter</li> <li>use some words through conversi- reading, and bein to.</li> </ul>	hoices l and ts earned itions, i adapt language choices according to purpose, task, and audience • use an increasing number of general academic and		<ul><li>audience</li><li>use a wider range of</li></ul>	<ul> <li>adapt language choice and style according to purpose, task, and audience</li> <li>use a wide variety of general academic and content-specific words and phrases</li> </ul>
				in conversation, discussions, and short written text.	in speech and writing.	in speech and writing.
	when eng	aging in one or m	ore of the	e following content-spec	ific practices:	
organization, and audience.	d coherent writing in which the o d style are appropriate to the tas tures to communicate context-s	k, purpose, and	MP6. Att		<ul><li>SP1. Ask questions and define p</li><li>SP6. Construct explanations an</li><li>SP8. Obtain, evaluate, and com</li></ul>	d design solutions.
	when eng	aging in tasks alig	ned with	the following Grade 5 EL	A Standards:	
W.5. With guidance ar	nd support from peers and adult	s, develop and stren	gthen writ	ing as needed by planning, r	revising, editing, rewriting, or try	ing a new approach.
SL.6. Adapt speech to	a variety of contexts and tasks, ι	using formal English	when appr	opriate to task and situation	٦.	
-	accurately grade-appropriate ge ips (e.g., <i>however, although, ne</i> v				cluding those that signal contras	t, addition, and other

		By the end o	f each Eng	lish language proficienc	y level, an ELL can	
ELP.4-5.8.	Level 1	Level	2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in	relying heavily on context, visual aids, and knowledge of morphology in his or her native language,	<ul> <li>aids, reference materials,</li> <li>and knowledge of</li> <li>morphology in his or her</li> <li>native language,</li> <li>determine the meaning</li> <li>of some frequently</li> <li>occurring words, phrases,</li> <li>and expressions</li> </ul>		using context, visual aids, reference materials, and a developing knowledge of English morphology,	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
oral presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions</li> </ul>			<ul> <li>determine the meaning of frequently occurring words and phrases</li> <li>determine the meanings of some idiomatic expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words, phrases</li> <li>determine the meaning of a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases</li> <li>determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)</li> </ul>
	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.			in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
	when engagi	ng in one or mo	re of the fo	llowing content-specific p	ractices:	
<b>EP1.</b> Support analyses of a ran <b>EP6.</b> Use English structures to				e sense of problems and evere in solving them.	<b>SP1.</b> Ask questions and defi <b>SP8.</b> Obtain, evaluate, and	
	when engagi	ng in tasks align	ed with the	following Grade 5 ELA Sta	andards:	
-	of words and phrases as they a as metaphors and similes.	re used in a text, i		•	of general academic and dom It to a grade 5 topic or subject	
strategies. a. Use context (e.g., cau b. Use common, grade-a c. Consult reference ma key words and phrase L.5. Demonstrate understand a. Interpret figurative la b. Recognize and explain	meaning of unknown and mult se/effect relationships and con appropriate Greek and Latin aff terials (e.g., dictionaries, glossa es. ding of figurative language, wo nguage, including similes and n n the meaning of common idior petween particular words (e.g.,	nparisons in text) a ixes and roots as c aries, thesauruses) rd relationships, ar netaphors, in conte ms, adages, and pr	as a clue to the lues to the n , both print a nd nuances in ext. overbs.	he meaning of a word or phra heaning of a word (e.g., photo and digital, to find the pronur h word meanings.	se. ograph, photosynthesis). Inciation and determine or clari	

		By the end of each Er	glish language proficienc	y level, an ELL can	
ELP.4-5.9.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids), and using non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including visual aids and modeled sentences),</li> <li>communicate simple information about a topic</li> <li>recount a simple sequence of events in order</li> <li>use frequently occurring linking words (e.g., and, then)</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>recount a short sequence of events in order</li> <li>use an increasing range of temporal and other linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> <li>introduce an introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, with a beginning, middle, and end</li> <li>use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>		<ul> <li>introduce an informational topic</li> <li>develop the topic with facts and details</li> <li>recount a more detailed sequence of events, wit a beginning, middle, and end</li> <li>use a variety of linking words and phrases to connect ideas, information, or events</li> <li>provide a concluding statement or section.</li> </ul>
	with limited control.	with emerging control.	with developing control.	with increasingly independent control.	
	when er	ngaging in one or more of the	e following content-specific	practices:	
development, d	and coherent writing in which th organization, and style are task, purpose, and audience.	them.	oblems and persevere in solving rguments and critique reasonir	SP8. Obtain, evaluate, a	
	when er	ngaging in tasks aligned with	the following Grade 5 ELA S	Standards:	
<ul> <li>W.2c. Link ideas within</li> <li>W.3c. Use a variety of</li> <li>W.4. Produce clear an</li> <li>SL.4. Report on a topic</li> </ul>	and across categories of inform transitional words, phrases, and d coherent writing in which the	and clauses (e.g., consequently, nation using words, phrases, and d clauses to manage the sequence e development and organization sequencing ideas logically and u e.	d clauses (e.g., <i>in contrast, espe</i> ce of events. are appropriate to task, purpos	se, and audience.	port main ideas or

	By the end of each English language proficiency level, an ELL can					
P.4-5.10.	Level 1	Level 2		Level 3	Level 4	Level 5
ELL can ke accurate use of ndard English to mmunicate in ide-appropriate eech and iting	<ul> <li>with support (including context and visual aids),</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (includ visual aids and mode sentences),</li> <li>recognize and use frequently occurrin nouns, pronouns, v prepositions, adjec adverbs, and conjunctions</li> <li>produce simple sentences in respon prompts.</li> </ul>	some ng verbs, ctives,	<ul> <li>with support (including modeled sentences),</li> <li>use some relative pronouns (e.g., who, whom, which, that),</li> <li>use some relative adverbs (e.g., where, when, why),</li> <li>use some prepositional phrases</li> <li>produce and expand simple and compound sentences.</li> </ul>	<ul> <li>use relative pronouns (e.g., who, whom, which, that),</li> <li>use relative adverbs (e.g., where, when, why),</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>use relative pronouns (e.g., who, whom, which that),</li> <li>use relative adverbs (e.g., where, when, why</li> <li>use prepositional phrases</li> <li>use subordinating conjunctions</li> <li>use the progressive and perfect verb tenses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
organization, and audience.	when eng d coherent writing in which the style are appropriate to task, p cures to communicate context-	development, ourpose, and		e following content-spec	ific practices: SP8. Obtain, evaluate, and comr	nunicate information.
<ul> <li>a. Explain the f</li> <li>b. Form and us</li> <li>c. Use verb ter</li> <li>d. Recognize a</li> <li>e. Use correlat</li> <li>L.3. Use knowledge</li> <li>a. Expand, con</li> </ul>	when eng ommand of the conventions of function of conjunctions, prepo se the perfect (e.g., <i>I had walke</i> nse to convey various times, se nd correct inappropriate shifts vive conjunctions (e.g., <i>either/o</i> e of language and its convention nbine, and reduce sentences fo id contrast the varieties of Engl	standard English gran ositions, and interjection d; I have walked; I will quences, states, and co in verb tense. r, neither/nor). ns when writing, speal	nmar and ons in ge <i>I have wo</i> ondition king, read	neral and their function in p alked) verb tenses. s. ding, or listening.	eaking. particular sentences.	

#### Grade 6 ELA Standards Matrix

Use the **Grade 6 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

	ELP Standards		Correspondi	ng CCSS for El	LA Standards	5
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

## <u>Grade 6: Standard 1</u> (w/ELA Correspondences)

		By the end of each En	glish language proficier	ncy level, an ELL can	
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	<ul> <li>identify a few key words and phrases in oral communications and simple written texts.</li> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>		<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	<ul> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul> <li>determine central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a texts.</li> </ul>
	when eng	aging in one or more of the	following content-specif	c practices:	•
<b>EP3.</b> Construct valid argum <b>EP4.</b> Build and present know	a range of grade-level complex in nents from evidence and critiqu powledge from research by integ of others and articulate his or h	ue the reasoning of others. grating, comparing, and synthes	sizing ideas from texts.	<b>MP1.</b> Make sense of problems and persevere in solving them.	<b>SP1.</b> Ask questions and define problems.
	when eng	aging in tasks aligned with	the following Grade 6 ELA	Standards:	
particular details; pro or judgments. <b>RL.3.</b> Describe how a partic as well as how the ch resolution. <b>RL.7.</b> Compare and contrass listening to or viewin	or central idea of a text and how ovide a summary of the text dis cular story's or drama's plot unf aracters respond or change as t the experience of reading a st g an audio, video, or live versio y "see" and "hear" when readir isten or watch.	tinct from personal opinions folds in a series of episodes the plot moves toward a tory, drama, or poem to n of the text, including	details; provide a sun judgments. <b>RI.3.</b> Analyze in detail how and elaborated in a to <b>RI.7.</b> Integrate information	dea of a text and how it is convey mary of the text distinct from pe a key individual, event, or idea is ext (e.g., through examples or an presented in different media or I as in words to develop a cohere	ersonal opinions or s introduced, illustrated, ecdotes). formats (e.g., visually,
RL.1. Cite textual evidence	to support analysis of what the			t. ow it contributes to a topic, text,	or issue under study.

#### By the end of each English language proficiency level, an ELL can . . . ELP.6-8.2. Level 1 Level 2 Level 3 Level 4 Level 5 • participate in short An ELL can . . . • participate in short • participate in • participate in • participate in extended conversational and conversational and conversations, conversations, conversations, written exchanges on written exchanges on discussions, and written discussions, and written discussions, and written participate in gradefamiliar topics familiar topics and texts exchanges on familiar exchanges on a variety of exchanges about a appropriate oral and • present simple • present information and topics and texts topics, texts, and issues variety of topics, texts, written exchanges of information • build on the ideas of • build on the ideas of and issues ideas information, ideas, respond to simple • respond to simple others others • build on the ideas of and analyses, questions and some whquestions and wh- express his or her own • express his or her own others responding to peer, questions. questions. ideas • express his or her own ideas audience, or reader ideas clearly ask and answer relevant ask and answer relevant comments and questions questions pose and respond to questions . . . add relevant information. • add relevant information relevant questions and evidence • add relevant and specific • paraphrase the key ideas evidence • summarize the key ideas expressed. • reflect on the key ideas expressed. when engaging in one or more of the following content-specific practices: **EP1.** Support analyses of a range of grade-level complex **MP1.** Make sense of problems and persevere in SP4. Analyze and interpret data. texts with evidence. solving them. SP6. Construct explanations and design solutions. **EP5.** Build upon the ideas of others and articulate his or MP6. Attend to precision. **SP8.** Obtain, evaluate, and communicate information. her own ideas when working collaboratively. when engaging in tasks aligned with the following Grade 6 ELA Standards: W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### Grade 6: Standard 2 (w/ELA Correspondences)

## <u>Grade 6: Standard 3</u> (w/ELA Correspondences)

		By the end of each En	glish language proficienc	zy level, an ELL can	
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information</li> </ul>
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.
	when eng	aging in one or more of the	e following content-specific	practices:	
<ul> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>		<ul> <li>MP1. Make sense of problems and persevere in solving them.</li> <li>MP6. Attend to precision.</li> </ul>		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information.</li></ul>	
<ul> <li>a. Introduce a topic;</li> <li>(e.g., headings), gr</li> <li>b. Develop the topic</li> <li>c. Use appropriate tr</li> </ul>	planatory texts to examine a to organize ideas, concepts, and ir aphics (e.g., charts, tables), and with relevant facts, definitions, ransitions to clarify the relations ge and domain-specific vocabu	formation, using strategies suc I multimedia when useful to aid concrete details, quotations, o ships among ideas and concept	, and information through the s ch as definition, classification, c ding comprehension. r other information and examp s.	selection, organization, and ana comparison/contrast, and cause	
W.3. Write narratives to de a. Engage and orient b. Use narrative tech c. Use a variety of tra d. Use precise words	ng statement or section that fo evelop real or imagined experie the reader by establishing a co niques, such as dialogue, pacing ansition words, phrases, and cla and phrases, relevant descripti on that follows from the narrate	nces or events using effective t ntext and introducing a narrato g, and description, to develop e uses to convey sequence and s ve details, and sensory languag	echnique, relevant descriptive or and/or characters; organize a experiences, events, and/or cha ignal shifts from one time fram	an event sequence that unfolds iracters. ie or setting to another.	
<b>SL.4.</b> Present claims and fin adequate volume, and	ndings, sequencing ideas logical d clear pronunciation.	ly and using pertinent descript	ions, facts, and details to accer	ituate main ideas or themes; u	e appropriate eye contact,

## <u>Grade 6: Standard 4</u> (w/ELA Correspondences)

		By the end o	of each Er	nglish language proficienc	By the end of each English language proficiency level, an ELL can							
LP.6-8.4.	Level 1 Level 2			Level 3	Level 4	Level 5						
n ELL can onstruct grade- ppropriate oral and vritten claims and upport them with easoning and vidence	<ul> <li>express an opinion about a familiar topic.</li> <li>construct a claim familiar topic.</li> <li>give a reason to the claim.</li> <li>give a reason to the claim.</li> </ul>			<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reason or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>						
	when eng	gaging in one or m	nore of the	e following content-specific	practices:							
organization, and audience. EP3. Construct valid arg reasoning of othe EP5. Build upon the ide when working col	<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>		crit	onstruct viable arguments and ritique reasoning of others. ttend to precision.SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.		from evidence.						
	when eng	aging in tasks alig	gned with	the following Grade 6 ELA S	Standards:							
<ul> <li>a. Introduce claim</li> <li>b. Support claim(</li> <li>c. Use words, phr</li> <li>d. Establish and n</li> <li>e. Provide a concl</li> </ul> SL.4. Present claims and	ases, and clauses to clarify the naintain a formal style. Iuding statement or section tha	nd evidence clearly. nt evidence, using c relationships amon t follows from the a cically and using per	credible sou g claim(s) a argument p									
<b>L.6.</b> Acquire and use a phrase important		neral academic and	domain-sp	ecific words and phrases; gathe	er vocabulary knowledge when	considering a word or						

## <u>Grade 6: Standard 5</u> (w/ELA Correspondences)

		By the en	d of each En	glish language proficienc	y level, an ELL can	
LP.6-8.5.	Level 1 Level		el 2	Level 3	Level 4	Level 5
on ELL can onduct research and valuate and ommunicate findings o answer questions r solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather inforr provided sou</li> <li>record some information.</li> </ul>	irces	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	when en of a range of grade-level compl knowledge from research by ir onthesizing ideas from texts. eas of others and articulate his ng collaboratively. ures to communicate context-s	lex texts with ntegrating, or her own	MP1. Make s	e following content-specific ense of problems and ere in solving them.	<ul> <li>practices:</li> <li>SP3. Plan and carry out inverses</li> <li>SP6. Construct explanations</li> <li>SP8. Obtain, evaluate, and explanation.</li> </ul>	s and design solutions.
<ul> <li>W.8. Gather relevant in others while avoid</li> <li>W.9. Draw evidence from state</li> <li>SL.4. Present claims and</li> </ul>	earch projects to answer a que formation from multiple print ding plagiarism and providing b om literary or informational tex	stion, drawing o and digital sourc asic bibliographic ts to support and gically and using	n several sources; assess the oc c information f alysis, reflectio		hen appropriate. Juote or paraphrase the data ar	

#### Grade 6: Standard 6 (w/ELA Correspondences)

	By the end of each English language proficiency level, an ELL can							
.P.6-8.6.	Level 1	Level 2		Level 3	Le	evel 4	Level 5	
n ELL can nalyze and critique e arguments of chers orally and in riting	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an auth speaker makes</li> <li>identify one reaso author or a speak to support the arg</li> </ul>	on an er gives	<ul> <li>makes</li> <li>distinguish between</li> <li>claims that are supported</li> <li>in texts or speech</li> <li>determine whether the evidence is sufficient to</li> </ul>		fic claims made speech whether the is sufficient to ne claims al evidence to	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	
	coherent writing in which the	development,	<b>MP1.</b> M	e following content-specific ake sense of problems and pers solving them.	severe SP1	•	and define problems. Anations and design	
audience.	<b>EP3.</b> Construct valid arguments from evidence and critique the reasoning			onstruct viable arguments and itique reasoning of others.	SP7	solutions. • Engage in argui	ment from evidence.	
EP4. Build and present	knowledge from research by in nthesizing ideas from texts.	tegrating,			510	information.		
	eas of others and articulate his o	or her own ideas						
	when eng	aging in tasks aligr	ned with	the following Grade 6 ELA S	Standards:			

W.1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

**SL.3.** Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

## <u>Grade 6: Standard 7</u> (w/ELA Correspondences)

		By the end o	f each Ei	nglish language proficie	ency level, an ELL can	
LP.6-8.7.	Level 1	Level 1 Level 2		Level 3	Level 4	Level 5
n ELL can		with emerging con	itrol,	with developing ease,	with increasing ease,	with ease,
dapt language noices to purpose, ask, and audience then speaking and triting	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>		<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing numbro of general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	d general academic and content-specific academic words and phrases	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express idea:</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>
	when eng	gaging in one or m	ore of th	e following content-spec	ific practices:	
organization, and audience.	d coherent writing in which the d style are appropriate to the tas tures to communicate context-s	k, purpose, and	MP6. Att		<ul><li>SP1. Ask questions and define p</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and comm</li></ul>	d design solutions.
	when eng	aging in tasks alig	ned with	the following Grade 6 EL	A Standards:	
W.5. With some guida approach.	nce and support from peers and	adults, develop and	l strengthe	en writing as needed by plan	ning, revising, editing, rewriting,	or trying a new
SL.6. Adapt speech to	a variety of contexts and tasks, o	demonstrating comr	nand of fo	rmal English when indicated	or appropriate.	
	accurately grade-appropriate ge t to comprehension or expressio		domain-sp	pecific words and phrases; ga	ather vocabulary knowledge when	n considering a word or

## <u>Grade 6: Standard 8</u> (w/ELA Correspondences)

		By the end of	f each En	glish language proficien	cy level, an ELL can		
ELP.6-8.8.	Level 1			Level 3	Level 4	Level 5	
An ELL can determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in their native language,	dge reference materials, and knowledge of morphology in their native language,		using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,	
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words and simple phrases</li> </ul>			<ul> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> </ul>	
		in texts about far topics, experienc events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	
	when engagi	ng in one or mor	e of the fo	ollowing content-specific p	ractices:		
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c				e sense of problems and severe in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and o</li></ul>		
	when engagi	ng in tasks aligne	d with th	e following Grade 6 ELA Sta	andards:		
Literature RL.4. Determine the meaning of figurative and connotative on meaning and tone.	words and phrases as they are meanings; analyze the impact		luding R	nformational Text I.4. Determine the meaning of figurative, connotative, a	of words and phrases as they a nd technical meanings.	re used in a text, including	
<ul> <li>a. Use context (e.g., the o</li> <li>b. Use common, grade-ap</li> <li>c. Consult reference mate meaning or its part of s</li> </ul>	•	or paragraph; a wor s and roots as clue: ies, thesauruses), k	rd's position s to the me both print a	n or function in a sentence) as aning of a word (e.g., <i>audienc</i> and digital, to find the pronunc	a clue to the meaning of a wo e, auditory, audible). ciation of a word or determine	rd or phrase.	
<b>L.5.</b> Demonstrate understandin a. Interpret figures of spec	letermination of the meaning on ng of figurative language, word ech (e.g., personification) in co tween particular words (e.g., c	d relationships, and ontext.	I nuances ir	n word meanings.			

	By the end of each English language proficiency level, an ELL can								
P.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5				
ELL can eate clear and herent grade- propriate speech d text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with beginning, middle, and end</li> <li>introduce and effective develop an information topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>				
	with limited control.	with emerging control.	with developing control.	section with increasingly independent control.					
	when e	ngaging in one or more of th	e following content-specific						
development, d	and coherent writing in which t organization, and style are task, purpose, and audience.	them.	Make sense of problems and persevere in solving them.SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.						
L	when e	ngaging in tasks aligned with	the following Grade 6 ELA S	Standards:					
<ul><li>W.2c. Use appropria</li><li>W.3c. Use a variety of</li><li>W.4. Produce clear</li><li>SL.4. Present claims</li></ul>	te transitions to clarify the rela of transition words, phrases, ar and coherent writing in which	e relationships among claim(s) a tionships among ideas and conc id clauses to convey sequence a the development, organization, s logically and using pertinent de nunciation	epts. nd signal shifts from one time fr and style are appropriate to tas	k, purpose, and audience.	ies; use appropriate				

## <u>Grade 6: Standard 9</u> (w/ELA Correspondences)

		By the end of	each En	glish language proficiency level, an ELL can		
LP.6-8.10. Level 1 Level		Level 2		Level 3	Level 4	Level 5
n ELL can		with support (inclu visual aids and sent	-	with support (including modeled sentences),		
<ul> <li>nake accurate use of candard English to communicate in rade-appropriate beech and writing</li> <li>recognize and use a small number of frequently occurring nouns, noun phrases and verbs</li> <li>understand and resp to simple questions.</li> </ul>		<ul> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> </ul>		<ul> <li>use relative pronouns (e.g., who, whom, which that), relative adverbs (e.g., where, when, whi subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and few complex sentences</li> </ul>	<ul> <li>intensive/reflexive</li> <li>pronouns (e.g., myself, ourselves) and verbs in</li> <li>the active and passive</li> <li>voices</li> <li>place phrases and</li> <li>clauses within a</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and danglin modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
	when eng	aging in one or mo	re of the	e following content-spe	cific practices:	
organization, and audience.	d style are appropriate to task, p	d coherent writing in which the development, style are appropriate to task, purpose, and tures to communicate context- specific messages.			<b>SP8.</b> Obtain, evaluate, and com	municate information.
	when eng	aging in tasks align	ed with	the following Grade 6 E	LA Standards:	
a. Ensure that p b. Use intensive c. Recognize and d. Recognize and		subjective, objective es). pronoun number and nes with unclear or a	, possessi 1 person. 1mbiguou	ve). s antecedents).	king. and use strategies to improve ex	pression in
a. Vary sentence	of language and its conventions e patterns for meaning, reader/l sistency in style and tone.	- · ·	-	ng, or listening.		

## <u>Grade 6: Standard 10</u> (w/ELA Correspondences)

#### Grade 6 Literacy Standards Matrix

Use the **Grade 6 Literacy Standards Matrix** to identify a CCSS for Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

	FID Chan doude	CCSS	Literacy Stan	dards	CCSS ELA Standards		
	ELP Standards	RH	RST	WST	SL	L	
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2		
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1		
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4		
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4		
<u>6</u>	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6	
2	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6	
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5	
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6		
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3	

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening			
RST	Reading in Science and Technical Subjects	L	Language			
WST	Writing in History/Social Studies, Science and Technical Subjects					

	By the end of each English language proficiency level, an ELL can							
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:			
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	• identify a few key words and phrases in oral communications and simple written texts.	<ul> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>	<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	<ul> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul> <li>determine central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supportin ideas or evidence</li> <li>summarize a text.</li> </ul>			
<b>EP3.</b> Construct valid argur <b>EP4.</b> Build and present know	of others and articulate his or l		sizing ideas from texts. Ilaboratively.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.			
RH.2 Determine the centr provide an accurate opinions.	evidence to support analysis of ral ideas or information of a pri summary of the source distinc	primary and secondary mary or secondary source; t from prior knowledge or	Science/Technical Subjects RST.1 Cite specific textua texts. RST.2 Determine the cent summary of the tex RST.3 Follow precisely a r		provide an accurate r opinions.			
<ul> <li>RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</li> <li>RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</li> </ul>			<b>RST.7</b> Integrate quantitat with a version of th diagram, model, gr	ive or technical information expre at information expressed visually	(e.g., in a flowchart,			

# **<u>Grade 6:</u>** Standard 1 (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
LP.6-8.2.	Level 1	Level 2	Level 3	Level 4	Level 5			
n ELL can articipate in grade- ppropriate oral and vritten exchanges of nformation, ideas, nd analyses, esponding to peer, udience, or reader omments and uestions	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and writter exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specifievidence</li> <li>summarize the key ideas expressed.</li> </ul>			
texts with eviden <b>EP5.</b> Build upon the ide	of a range of grade-level comp	solving them.	blems and persevere in	ic practices: SP4. Analyze and interpret data SP6. Construct explanations and SP8. Obtain, evaluate, and com	d design solutions.			
		asks aligned with the follow						
SL.1* Engage effectiv building on of a. Come to di to probe ar b. Follow rule c. Pose and re	vely in a range of collaborative of thers' ideas and expressing thei scussions prepared, having reac nd reflect on ideas under discus to for collegial discussions, set s	discussions (one-on-one, in gro r own clearly. l or studied required material; sion. pecific goals and deadlines, and h elaboration and detail by ma	ups, and teacher-led) with div explicitly draw on that prepar d define individual roles as ne- king comments that contribu	te to the topic, text, or issue und	texts, and issues, the topic, text, or issue			

## **<u>Grade 6:</u>** Standard 2 (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can								
ELP.6-8.3.	Level 1	Level 1 Level 2		Level 4	Level 5				
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	presentationspresentations• compose written narratives or• compose written narratives or		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> </ul>	<ul> <li>deliver oral presentation</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information</li> </ul>				
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.				
	when eng	aging in one or more of the	e following content-specific	practices:					
<ul> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>		<ul><li>MP1. Make sense of problems and persevere in solving them.</li><li>MP6. Attend to precision.</li></ul>		SP6. Construct explanations SP8. Obtain, evaluate, and co	-				
<ul> <li>a. Introduce a trinclude formation</li> <li>b. Develop the formation</li> <li>c. Use approprised</li> <li>d. Use precise formation</li> <li>e. Establish and</li> <li>f. Provide a construction</li> </ul> SL.4* Present claims and	when engaging in ta e/explanatory texts, including t opic clearly, previewing what is atting (e.g., headings), graphics topic with relevant, well-choser ate and varied transitions to cre anguage and domain-specific ve maintain a formal style and ob including statement or section the findings, sequencing ideas logic volume, and clear pronunciation	he narration of historical event to follow; organize ideas, cond (e.g., charts, tables), and mult facts, definitions, concrete de eate cohesion and clarify the re bocabulary to inform about or ex- jective tone. nat follows from and supports to cally and using pertinent descri	cepts, and information into bro imedia when useful to aiding co etails, quotations, or other infor elationships among ideas and co xplain the topic. the information or explanation	iments, or technical processes. ader categories as appropriate omprehension. rmation and examples. oncepts. presented.					
* Strongly applies to literac	y in history/social studies and s	cience/technical subjects							
<u> </u>									

## **<u>Grade 6:</u>** Standard 3 (w/Literacy in <u>Content Area</u> Correspondences)

Grade 6: Standard 4 (w/L	teracy in <u>Content Area</u> Correspondences)
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	By the end of each English language proficiency level, an ELL can								
ELP.6-8.4.	Level 1 Level 2		Level 3		Level 4	Level 5			
<ul> <li>n ELL can</li> <li>express an opinion about a familiar topic.</li> <li>construct grade-ppropriate oral and written claims and upport them with easoning and vidence</li> <li>express an opinion about a familiar topic.</li> <li>construct a claim a familiar topic.</li> <li>give a reason to su the claim.</li> </ul>			<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>				
	when eng	gaging in one or m	ore of the	e following content-specific	practices:				
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>			crit	nstruct viable arguments and ique reasoning of others. end to precision.	<ul> <li>SP4. Analyze and interpret data.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>				
	when engaging in ta	asks aligned with t	he follow	ing Grade 6 Literacy in Con	tent Area Standards:				
a. Introduce logically. b. Support cl sources. c. Use words d. Establish a e. Provide a	ents focused on discipline-spec claim(s) about a topic or issue, aim(s) with logical reasoning ar , phrases, and clauses to create nd maintain a formal style. concluding statement or section	acknowledge and di nd relevant, accurate e cohesion and clarif n that follows from a	data and e y the relation	evidence that demonstrate an u onships among claim(s), counte ts the argument presented.	understanding of the topic or te	ext, using credible e.			
	nd findings, sequencing ideas lo te volume, and clear pronuncia		rtinent des	criptions, facts, and details to a	ccentuate main ideas or theme	es; use appropriate eye			
	ccurately grade-appropriate ge to comprehension or expressic		domain-sp	ecific words and phrases; gathe	er vocabulary knowledge when	considering a word or			
	eracy in history/social studies a								

	By the end of each English language proficiency level, an ELL can						
LP.6-8.5. Level 1 Level 2		el 2	Level 3	Level 4	Level 5		
n ELL can onduct research and valuate and ommunicate findings o answer questions r solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	gather information from provided sources     record some data and information.		<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digits sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate th credibility of each source</li> <li>quote or paraphrase th data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format f citations.</li> </ul>	
		MP1. Make s	e following content-specific sense of problems and ere in solving them.	ic practices: SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.			
focused ques WHST.8 Gather releva quote or para WHST.9 Draw evidence SL.4* Present claims an	t research projects to answer a tions that allow for multiple av ant information from multiple p aphrase the data and conclusio ce from informational texts to s	a question (inclu- renues of explora print and digital s ns of others whi support analysis pgically and using	ding a self-gen ation. sources, using le avoiding pla reflection, and	ring Grade 6 Literacy in Cont erated question), drawing on se search terms effectively; assess giarism and following a standar l research. scriptions, facts, and details to a	everal sources and generating a the credibility and accuracy of d format for citation.	each source; and	

## <u>Grade 6: Standard 5</u> (w/Literacy in <u>Content Area</u> Correspondences)

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

Grade 6: Standard 6	(w/Literacy in <u>Content Area</u> Correspondence	2S)
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		By the end of	each En	glish language proficienc	y leve	l, an ELL can		
P.6-8.6.	Level 1	Level 2		Level 3		Level 4	Level 5	
<b>ELL can</b> alyze and critique e arguments of hers orally and in riting	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author of speaker makes</li> <li>identify one reason an author or a speaker g to support the argum</li> </ul>		makes • distinguish between gives claims that are supported		yze the argument specific claims made exts or speech ermine whether the ence is sufficient to port the claims textual evidence to port the analysis.	<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	
organization, and audience. EP3. Construct valid ar of others. EP4. Build and present comparing, and sy	d coherent writing in which the style are appropriate to task, p guments from evidence and cri knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his	development, urpose, and tique the reasoning ntegrating,	MP1. Ma in MP3. Co	e following content-specific ake sense of problems and pers solving them. onstruct viable arguments and tique reasoning of others.	-	<ul> <li>SP1. Ask questions a</li> <li>SP6. Construct explasion solutions.</li> <li>SP7. Engage in argur</li> <li>SP8. Obtain, evaluat information.</li> </ul>	nations and design nent from evidence.	
History/Social Studie [RH.8] Distinguish an		_	ne follow	ing Grade 6 Literacy in Cont Science/Technical Subj [RST.8] Distinguish am	ects long fact		based on research	

**SL.3**\* Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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

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

		By the end of each E	nglish language proficiency level, an ELL can			
.P.6-8.7.	Level 1	Level 2	Level 3	Level 4	Level 5	
n ELL can		with emerging control,	with developing ease,	with increasing ease,	with ease,	
lapt language loices to purpose, sk, and audience hen speaking and riting	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>	
organization, an audience.	when eng nd coherent writing in which the d style are appropriate to the tas ctures to communicate context-s	development, MP6. A k, purpose, and	S	ic practices: P1. Ask questions and define pr P6. Construct explanations and P8. Obtain, evaluate, and comn	design solutions.	
	when engaging in ta	isks aligned with the follo	wing Grade 6 Literacy in Co	ntent Area Standards:		
approach, fo	uidance and support from peers ocusing on how well purpose and h to a variety of contexts and tas	audience have been addresse	ed.		ng, or trying a new	
L.6* Acquire and	use accurately grade-appropriate portant to comprehension or exp	e general academic and doma	-		hen considering a word	
* Strongly applies to li	teracy in history/social studies ar	nd science/technical subjects				
		•				

## **<u>Grade 6:</u>** Standard 7 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of each	English language proficien	cy level, an ELL can	
ELP.6-8.8.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and a y developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,	
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words and simple phrases</li> </ul>	<ul> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> </ul>		<ul> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language</li> </ul>
	in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	(e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.
			following content-specific p		
<b>EP1.</b> Support analyses of a range <b>EP6.</b> Use English structures to co			Nake sense of problems and ersevere in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and of</li></ul>	•
	when engaging in tasks	aligned with the follow	ing Grade 6 Literacy in Conte	nt Area Standards:	
5	of words and phrases as they a cific to domains related to hist			g of symbols, key terms, and c they are used in a specific scient texts and topics.	•
<ul> <li>a. Use context (e.g., the ov b. Use common, grade-app c. Consult reference mater meaning or its part of sp d. Verify the preliminary d</li> <li>L.5. Demonstrate understandir a. Interpret figures of spee b. Use the relationship bet</li> </ul>	verall meaning of a sentence of propriate Greek or Latin affixes rials (e.g., dictionaries, glossari peech. etermination of the meaning of ag of figurative language, word ech (e.g., personification) in co sween particular words (e.g., c	r paragraph; a word's posit s and roots as clues to the es, thesauruses), both prin of a word or phrase (e.g., b I relationships, and nuance ntext. ause/effect, part/whole, it	rases based on grade 6 reading a ion or function in a sentence) as meaning of a word (e.g., audienc t and digital, to find the pronunc y checking the inferred meaning s in word meanings. em/category) to better understa ions (definitions) (e.g., <i>stingy, sc</i>	a clue to the meaning of a wo e, auditory, audible). Liation of a word or determine in context or in a dictionary). nd each of the words.	rd or phrase. or clarify its precise
* Strongly applies to literacy in h	istory/social studies and scien	ce/technical subjects			

## **<u>Grade 6:</u>** Standard 8 (w/Literacy in <u>Content Area</u> Correspondences)

Ing ing ids) and ication,with support (including modeled sentences), modeled sentences),ple : an e of e of e of . introduce an informational topic . present one or two facts about the topic . use some commonly occurring linking words (e.g., next, because, and, also) . provide a concluding statement	<ul> <li>Level 3</li> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	Level 4 • recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) • provide a concluding section with increasingly	<ul> <li>Level 5</li> <li>recount a complex sequence of events or steps in a process, with beginning, middle, and end</li> <li>introduce and effective develop an information topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logica relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>
<ul> <li>ids) and modeled sentences),</li> <li>iication,</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding</li> </ul>	<ul> <li>of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> </ul>	<ul> <li>sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section</li> </ul>	<ul> <li>sequence of events or steps in a process, with beginning, middle, and end</li> <li>introduce and effective develop an informatio topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding</li> </ul>
with emerging control.	with developing control.	independent control.	
		· ·	
are them.	e following content-specific oblems and persevere in solving arguments and critique reasonir	SP7. Engage in argumen SP8. Obtain, evaluate, a	
to create cohesion and clarify the relativity is to create cohesion and clarify the relativity is to create cohesion and clarify the ing in which the development, organization of the development organization.	ionships among claim(s), counte e relationships among ideas and ition, and style are appropriate t	erclaims, reasons, and evidence I concepts. to task, purpose, and audience.	
s 1 t	s to create cohesion and clarify the relat notitions to create cohesion and clarify th ting in which the development, organiza	s to create cohesion and clarify the relationships among claim(s), countensitions to create cohesion and clarify the relationships among ideas and ting in which the development, organization, and style are appropriate to quencing ideas logically and using pertinent descriptions, facts, and deta	ging in tasks aligned with the following Grade 6 Literacy in Content Area Standards: s to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence isitions to create cohesion and clarify the relationships among ideas and concepts. ting in which the development, organization, and style are appropriate to task, purpose, and audience. guencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or ate volume, and clear pronunciation.

## **<u>Grade 6:</u>** Standard 9 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of each English language proficiency level, an ELL can						
P.6-8.10.	Level 1	Level 2		Level 3	Level 4	Level 5		
<b>n ELL can</b> ake accurate use of andard English to mmunicate in ade-appropriate eech and riting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>with support (including visual aids and sentences),</li> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>		<ul> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why) subordinating conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>pronouns (e.g., myself, ourselves) and verbs in the active and passive voices</li> <li>place phrases and clauses within a</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>		
organization, and audience.	when eng d coherent writing in which the d style are appropriate to task, p tures to communicate context-	development, ourpose, and			<b>ic practices:</b> IP8. Obtain, evaluate, and com	nmunicate information.		
	when engaging in ta	sks aligned with th	e follow	ring Grade 6 Literacy in Co	ontent Area Standards:			
a. Ensure that public the second seco	mmand of the conventions of sta ronouns are in the proper case ( pronouns (e.g., myself, ourselve d correct inappropriate shifts in d correct vague pronouns (i.e., c iations from standard English in language. of language and its conventions	subjective, objective es). pronoun number and ones with unclear or a their own and other	, possessi d person. ambiguou s' writing	ve). s antecedents). and speaking, and identify a	-	pression in		
a. Vary sentend	e patterns for meaning, reader/ sistency in style and tone.			ing, or instanting.				
	eracy in history/social studies a							

## <u>Grade 6: Standard 10</u> (w/Literacy in <u>Content Area</u> Correspondences)

#### Grade 7 ELA Standards Matrix

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

	ELP Standards		Correspondi	ng CCSS for E	LA Standards	5
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
<u>2</u>	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

# <u>Grade 7: Standard 1</u> (w/ELA Correspondences)

		By the end of each En	glish language proficie	ncy level, an ELL can	
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	<ul> <li>identify a few key words and phrases in oral communications and simple written texts.</li> </ul>	<ul> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>	<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme supported by specific details</li> <li>summarize part of the text.</li> </ul>	in oral presentations or written text	<ul> <li>determine central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>
	when eng a range of grade-level complex nents from evidence and critiqu			fic practices: MP1. Make sense of problems and persevere in solving	<b>SP1.</b> Ask questions and define problems.
	owledge from research by integ of others and articulate his or h		-	them.	
	when eng	aging in tasks aligned with	the following Grade 7 EL	A Standards:	
the course of the tex <b>RL.3.</b> Analyze how particul shapes the character <b>RL.7.</b> Compare and contras staged, or multimedia	or central idea of a text and ana t; provide an objective summar ar elements of a story or drama s or plot). st a written story, drama, or po a version, analyzing the effects ghting, sound, color, or camera	lyze its development over y of the text. a interact (e.g., how setting em to its audio, filmed, of techniques unique to	the course of the text RI.3. Analyze the interaction ideas influence individ RI.7. Compare and contras	re central ideas in a text and analy ; provide an objective summary of ins between individuals, events, a duals or events, or how individuals t a text to an audio, video, or mult m's portrayal of the subject (e.g., pact of the words).	f the text. nd ideas in a text (e.g., how s influence ideas or events). simedia version of the text,
RL.1., RI.1. Cite several pier	ces of textual evidence to supp	ort analysis of what the text sa	ys explicitly as well as infere	nces drawn from the text.	
<b>SL.2.</b> Analyze the main ide issue under study.	as and supporting details prese	nted in diverse media and forn	nats (e.g., visually, quantitat	ively, orally) and explain how the	ideas clarify a topic, text, or

	By the end of each English language proficiency level, an ELL can						
ELP.6-8.2.	Level 1	Level 2	Level 3	Level 4	Level 5		
<ul> <li>An ELL can</li> <li>participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</li> <li>participate in short conversational and written exchanges familiar topics</li> <li>present simple information</li> <li>respond to simple questions and som questions.</li> </ul>		<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>		
texts with eviden EP5. Build upon the ide	of a range of grade-level comp	solving them.	blems and persevere in	fic practices: SP4. Analyze and interpret data SP6. Construct explanations and SP8. Obtain, evaluate, and com	d design solutions.		
W 6 Lise technology inc		gaging in tasks aligned with		A Standards:	pers including linking to		
and citing sources. <b>SL.1.</b> Engage effectively in others' ideas and ex a. Come to discussi to probe and refi b. Follow rules for o c. Pose questions to needed.	n a range of collaborative discus pressing their own clearly. ons prepared, having read or re lect on ideas under discussion. collegial discussions, set specific	ssions (one-on-one, in groups, a searched material under study goals and deadlines, and defin nd to others' questions and cor	and teacher-led) with diverse ; explicitly draw on that prep ne individual roles as needed. mments with relevant observ	partners on grade 7 topics, texts aration by referring to evidence o	, and issues, building on on the topic, text, or issue		

# <u>Grade 7: Standard 2</u> (w/ELA Correspondences)

## <u>Grade 7: Standard 3</u> (w/ELA Correspondences)

		by the chu of cach El	glish language proheiene	cy level, an ELL can		
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	presentationspresentations• compose written narratives or• compose written narratives or		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> </ul>	<ul> <li>deliver oral presentation</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, o information</li> </ul>	
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.	
	when eng	gaging in one or more of the	e following content-specific	practices:		
<ul> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>		<ul><li>MP1. Make sense of problems and persevere in solving them.</li><li>MP6. Attend to precision.</li></ul>		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information.</li></ul>		
<ul> <li>a. Introduce a topic of and cause/effect; i</li> <li>b. Develop the topic</li> <li>c. Use appropriate tr</li> <li>d. Use precise langua</li> <li>e. Establish and mair</li> <li>f. Provide a concludi</li> </ul> <b>W.3.</b> Write narratives to de a. Engage and orient <ul> <li>b. Use narrative tech</li> <li>c. Use a variety of traditional data and the second secon</li></ul>	planatory texts to examine a to clearly, previewing what is to fo include formatting (e.g., headin with relevant facts, definitions, ansitions to clarify the relations ige and domain-specific vocabu ttain a formal style. Ing statement or section that fo evelop real or imagined experie the reader by establishing a co niques, such as dialogue, pacing ansition words, phrases, and cla and phrases, relevant descripti	llow; organize ideas, concepts, gs), graphics (e.g., charts, table concrete details, quotations, o ships among ideas and concept lary to inform about or explain llows from and supports the inf nces or events using effective t ntext and introducing a narrate g, and description, to develop e uses to convey sequence and s ve details, and sensory languag	, and information through the s and information, using strateg s), and multimedia when usefu r other information and examp s. the topic. formation or explanation prese echnique, relevant descriptive or and/or characters; organize a experiences, events, and/or char ignal shifts from one time fram	selection, organization, and ana ies such as definition, classificat il to aiding comprehension. oles. ented. details, and well-structured event an event sequence that unfolds aracters. he or setting to another.	tion, comparison/contrast,	
SL.4. Present claims and	on that follows from the narrate findings, emphasizing salient po volume, and clear pronunciatio	oints in a focused, coherent ma	anner with pertinent descriptio	ns, facts, details, and examples	; use appropriate eye	

## <u>Grade 7: Standard 4</u> (w/ELA Correspondences)

		By the end o	f each Er	nglish language proficienc	cy level, an ELL can	
ELP.6-8.4.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence	<ul> <li>express an opinion about a familiar topic.</li> </ul>	familiar topic • give a reason to support the claim. • prov supp facts • prov state		<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>
	when eng	gaging in one or m	ore of the	e following content-specific	practices:	
organization, and audience. EP3. Construct valid ar reasoning of othe EP5. Build upon the ide when working col	eas of others and articulate his o	urpose, and tique the or her own ideas	crit	nstruct viable arguments and ique reasoning of others. end to precision.	<ul><li>SP4. Analyze and interpr</li><li>SP7. Engage in argument</li><li>SP8. Obtain, evaluate, ar information.</li></ul>	from evidence.
	when eng	aging in tasks alig	gned with	the following Grade 7 ELA S	Standards:	
<ul> <li>b. Support claim(s)</li> <li>c. Use words, phras</li> <li>d. Establish and mai</li> <li>e. Provide a conclud</li> </ul> SL.4. Present claims and f contact, adequate value L.6. Acquire and use acc	to support claims with clear rea with logical reasoning and relev les, and clauses to create cohesi intain a formal style. ding statement or section that for indings, emphasizing salient po olume, and clear pronunciation urately grade-appropriate gene ehension or expression.	rant evidence, using ion and clarify the ro ollows from the arg ints in a focused, co	accurate, c elationship ument pres herent mai	s among claim(s), reasons, and sented. nner with pertinent description	evidence. s, facts, details, and examples;	use appropriate eye

## <u>Grade 7: Standard 5</u> (w/ELA Correspondences)

		By the en	d of each Er	nglish language proficienc	y level, an ELL can	
ELP.6-8.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems when engaging in one c		urces multiple provided print e data and and digital sources		<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	of a range of grade-level compl knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his	lex texts with ntegrating, or her own	MP1. Make s	e following content-specific ense of problems and ere in solving them.	spacetices:         SP3.       Plan and carry out investigation         SP6.       Construct explanation         SP8.       Obtain, evaluate, and information.	s and design solutions.
	when eng	gaging in tasks	aligned with	the following Grade 7 ELA S	Standards:	
investigation. <b>W.8.</b> Gather relevant infor paraphrase the data a digital sources, using avoiding plagiarism a <b>W.9.</b> Draw evidence from I <b>SL.4.</b> Present claims and fin	mation from multiple print and and conclusions of others while search terms effectively; asses nd following a standard format literary or informational texts t	d digital sources, e avoiding plagia s the credibility a t for citation. o support analys nts in a focused,	using search te rism and follow and accuracy o sis, reflection, a	and generating additional relate erms effectively; assess the cree ving a standard format for citati f each source; and quote or par and research. ner with pertinent descriptions	dibility and accuracy of each sou ion. Gather relevant informatio aphrase the data and conclusio	urce; and quote or n from multiple print and ons of others while

## <u>Grade 7: Standard 6</u> (w/ELA Correspondences)

important to comprehension or expression.

	By the end of each English language proficiency level, an ELL can							
.P.6-8.6.	Level 1 Level 2		Level 3		Level 4		Level 5	
n ELL can nalyze and critique e arguments of hers orally and in riting	In• identify a point an author or a speaker makes.• identify the argument a speaker maInd critique ments of rally and in• identify one author or a to support		nor or a on an ker gives	<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>		<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	
<ul> <li>when engaging in one or more organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> </ul>		<ul> <li>ore of the following content-specific practic</li> <li>MP1. Make sense of problems and persevere in solving them.</li> <li>MP3. Construct viable arguments and critique reasoning of others.</li> </ul>			<ul> <li>SP1. Ask questions and define problems.</li> <li>SP6. Construct explanations and design solutions.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>			
						•		

## <u>Grade 7: Standard 7</u> (w/ELA Correspondences)

	By the end of each English language proficiency level, an ELL can							
ELP.6-8.7.	7. Level 1 Level 2		Level 3	Level 4	Level 5			
An ELL can		with emerging control,		with developing ease,	with increasing ease,	with ease,		
adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language of according to task audience</li> <li>begin to use frect occurring generat academic and co specific words ar phrases in convert and discussions.</li> </ul>	and style according to purpose, task, and audience use frequently g general ic and content- words and in conversations and style according to purpose, task, and audience use an increasing num of general academic a content-specific word and phrases in speech		<ul> <li>general academic and content-specific academic words and phrases</li> <li>maintain consistency in style and tone throughout most of oral or written text.</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express idea</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>		
when engaging in one or more ofEP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.MP6.EP6. Use English structures to communicate context-specific messages.Image: Communicate context-specific messages.			end to precision.	fic practices: SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.				
	when eng	aging in tasks alig	ned with	the following Grade 7 EL	A Standards:			
focusing on how we SL.6. Adapt speech to a v L.6. Acquire and use acc	ell purpose and audience have be variety of contexts and tasks, dem	en addressed. Ionstrating comman	d of forma	I English when indicated or	g, revising, editing, rewriting, or tr appropriate. er vocabulary knowledge when co			

## <u>Grade 7: Standard 8</u> (w/ELA Correspondences)

		By the end of e	each En	glish language proficien	cy level, an ELL can	
ELP.6-8.8.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and knowledge of morphology in their native language,		using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words and simple phrases</li> </ul>	<ul> <li>determine the mo of frequently occi words, phrases, a expressions</li> </ul>	urring	<ul> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> </ul>
	in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
	when engagi	ng in one or more	of the fo	ollowing content-specific p	ractices:	
<b>EP1.</b> Support analyses of a range <b>EP6.</b> Use English structures to co				ke sense of problems and severe in solving them.	<b>SP1.</b> Ask questions and def <b>SP8.</b> Obtain, evaluate, and	•
	when engagi	ng in tasks aligned	with the	e following Grade 7 ELA Sta	andards:	
	meanings; analyze the impact alliteration) on a specific vers	of rhymes and other		including figurative, c	ng of words and phrases as tl onnotative, and technical me vice on meaning and tone.	
<ul> <li>a. Use context (e.g., the ov</li> <li>b. Use common, grade-app</li> <li>c. Consult general and spectra clarify its precise meani</li> <li>d. Verify the preliminary d</li> <li>L.5. Demonstrate understandir</li> <li>a. Interpret figures of spectra</li> <li>b. Use the relationship between the second sec</li></ul>	etermination of the meaning of	or paragraph; a word' s and roots as clues t e.g., dictionaries, glos of a word or phrase ( d relationships, and n mythological allusior ynonym/antonym, an	s position o the me saries, th e.g., by c uances ir ns) in con nalogy) to	n or function in a sentence) as aning of a word (e.g., <i>belligerd</i> hesauruses), both print and dig hecking the inferred meaning n word meanings. text. o better understand each of th	a clue to the meaning of a we ent, bellicose, rebel). gital, to find the pronunciation in context or in a dictionary). ne words.	ord or phrase. n of a word or determine or

	By the end of each English language proficiency level, an ELL can							
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can create clear and coherent grade- appropriate speech and text	nwith support (including context and visual aids)with support (including modeled sentences),ar and grade- te speechand non-verbal communication,• recount a brief sequence of avents in order		<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informationat topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>			
	with limited control.	with emerging control.	with developing control.	section with increasingly independent control.				
	when er	I Igaging in one or more of th	e following content-specifi					
EP2. Produce clear and coherent writing in which the development, organization, and style are       MP1. Make sense of protection of them.			problems and persevere in solving e arguments and critique reasoningSP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.					
	when er	gaging in tasks aligned with	the following Grade 7 ELA	Standards:				
W.2c. Use appropriate tra W.3c. Use a variety of tra	ansitions to create cohesion and nation words, phrases, and cla	n and clarify the relationships a d clarify the relationships amon uses to convey sequence and si evelopment, organization, and	g ideas and concepts. gnal shifts from one time frame	e or setting to another.				

## <u>Grade 7: Standard 9</u> (w/ELA Correspondences)

					ncy level, an ELL can		
LP.6-8.10.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can make accurate use of		with support (inclu visual aids and sent	-	with support (including modeled sentences),			
tandard English to communicate in grade-appropriate peech and vriting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases</li> <li>produce simple and compound sentences.</li> </ul>		<ul> <li>use relative pronouns         <ul> <li>(e.g., who, whom, which, that), relative adverbs</li> <li>(e.g., where, when, why) subordinating conjunctions, and prepositional phrases</li> </ul> </li> <li>produce and expand simple, compound, and a few complex sentences.</li> </ul>	<ul> <li>intensive/reflexive</li> <li>pronouns (e.g., myself,</li> <li>ourselves) and verbs in</li> <li>the active and passive</li> <li>voices</li> <li>place phrases and</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	
	when eng	aging in one or mo	ore of the	e following content-speci	ic practices:	•	
organization, and audience.	d coherent writing in which the style are appropriate to task, p cures to communicate context-	ourpose, and	MP6. At	tend to precision.	<b>P8.</b> Obtain, evaluate, and com	municate information.	
L				the following Grade 7 EL	A Standards:		
<ul><li>a. Explain the function</li><li>b. Choose among since</li><li>c. Place phrases and</li><li>L.3. Use knowledge of land</li></ul>	and of the conventions of stance on of phrases and clauses in ge nple, compound, complex, and clauses within a sentence, rec nguage and its conventions whe that expresses ideas precisely a	neral and their functi compound-complex ognizing and correcti en writing, speaking,	on in spe sentence ng mispla reading, c	cific sentences. s to signal differing relations ced and dangling modifiers. or listening.			

## <u>Grade 7: Standard 10</u> (w/ELA Correspondences)

#### Grade 7 Literacy Standards Matrix

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

	FID Chan doude	CCSS	Literacy Stan	dards	CCSS ELA Standards		
	ELP Standards	RH	RST	WST	SL	L	
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2		
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1		
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4		
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4		
<u>6</u>	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6	
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6	
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5	
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6		
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3	

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science ar	nd Tecl	hnical Subjects

	By the end of each English language proficiency level, an ELL can									
ELP.6-8.1.	ELP.6-8.1. Level 1		Level 3	Level 4	Level 5					
An ELL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:					
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	• identify a few key words and phrases in oral communications and simple written texts.	<ul> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>	<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	<ul> <li>determine two or more central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are supported by specific textual details</li> <li>summarize a simple text.</li> </ul>	<ul> <li>determine central ideas or themes in oral presentations or writte text</li> <li>explain how the central ideas/themes are developed by supportin ideas or evidence</li> <li>summarize a text.</li> </ul>					
<b>EP3.</b> Construct valid argu <b>EP4.</b> Build and present kr	when eng a range of grade-level complex ments from evidence and critiq nowledge from research by inte s of others and articulate his or	ue the reasoning of others. grating, comparing, and synthes	sizing ideas from texts.	ic practices: MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.					
	when engaging in ta	asks aligned with the follow	ing Grade 7 Literacy in Co	ntent Area Standards:						
History/Social Studies RH.1 Cite specific textu	al evidence to support analysis	of primary and secondary	Science/Technical Subject RST.1 Cite specific textua texts.	<b>s</b> al evidence to support analysis of	science and technical					

# **<u>Grade 7: Standard 1</u>** (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each Er	nglish language proficie	ncy level, an ELL can	
Level 1	Level 2	Level 3	Level 4	Level 5
<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>		<ul><li>and evidence</li><li>paraphrase the key ideas expressed.</li></ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas expressed.</li> </ul>
of a range of grade-level comp ce.	lex MP1. Make sense of pro solving them.	blems and persevere in	<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li></ul>	d design solutions.
when engaging in t	asks aligned with the follow	ving Grade 7 Literacy in Co	ontent Area Standards:	
ncluding the Internet, to produ	ce and publish writing and pres	sent the relationships betwee	en information and ideas clearly a	nd efficiently.
pressing their own clearly. ons prepared, having read or re ect on ideas under discussion.	esearched material under study goals and deadlines, and defir	r; explicitly draw on that prep ne individual roles as needed.	aration by referring to evidence of	on the topic, text, or issue
	participate in short conversational and written exchanges on familiar topics     present simple information     respond to simple questions and some wh- questions.     when en of a range of grade-level comp ce. as of others and articulate his of en working collaboratively.     when engaging in t including the Internet, to produce the a range of collaborative discu- pressing their own clearly. ons prepared, having read or re- ect on ideas under discussion.	Level 1       Level 2         • participate in short conversational and written exchanges on familiar topics       • participate in short conversational and written exchanges on familiar topics and texts         • present simple information       • present information and ideas         • respond to simple questions and some wh- questions.       • present information and ideas         • respond to simple questions and some wh- questions.       • respond to simple questions and wh- questions.         when engaging in one or more of th of a range of grade-level complex re. as of others and articulate his or en working collaboratively.       MP1. Make sense of pro solving them. MP6. Attend to precision must be internet, to produce and publish writing and present a range of collaborative discussions (one-on-one, in groups, a pressing their own clearly. ons prepared, having read or researched material under study ect on ideas under discussion.	Level 1       Level 2       Level 3         • participate in short conversational and written exchanges on familiar topics       • participate in short conversational and written exchanges on familiar topics and texts       • participate in conversational and written exchanges on familiar topics and texts       • participate in conversations, discussions, and written exchanges on familiar topics and texts         • present simple questions and some wh- questions.       • present information and ideas       • build on the ideas of others         • respond to simple questions.       • respond to simple questions.       • express his or her own ideas         • when engaging in one or more of the following content-specific of a range of grade-level complex re.       • add relevant information         MP1. Make sense of problems and persevere in solving them.       Solving them.         MP6. Attend to precision.       MP6. Attend to precision.         when engaging in tasks aligned with the following Grade 7 Literacy in Co neluding the Internet, to produce and publish writing and present the relationships between a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse pressing their own clearly.         nas prepared, having read or researched material under study; explicitly draw on that prep ect on ideas under discussion.	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> <li>respond to simple questions and some wh- questions.</li> <li>respond to simple questions.</li> <li>respond to simple transport the sim</li></ul>

## **<u>Grade 7: Standard 2</u>** (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can								
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics		rite about priate rary and al texts + communicate simple information + deliver short oral presentations + compose written narratives or informational texts + deliver short oral presentations + compose written narratives or informational texts + deliver short oral presentations + compose written narratives or informational texts + deliver short oral presentations + deliver short oral presentations + compose written narratives or informational texts + deliver short oral presentations + compose written narratives or informational texts + deliver short oral presentations + compose written narratives or informational texts + develop texts with some		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information</li> </ul>				
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.				
	when eng	aging in one or more of the	e following content-specific	practices:					
texts with evidence. EP2. Produce clear and col development, organiz		<ul><li>MP1. Make sense of problems and persevere in solving them.</li><li>MP6. Attend to precision.</li></ul>		<ul><li>SP6. Construct explanations</li><li>SP8. Obtain, evaluate, and co</li></ul>	-				
<ul> <li>a. Introduce a include form</li> <li>b. Develop the</li> <li>c. Use approping</li> <li>d. Use precise</li> <li>e. Establish an</li> </ul>	when engaging in ta e/explanatory texts, including t topic clearly, previewing what natting (e.g., headings), graphic topic with relevant, well-chose riate and varied transitions to c language and domain-specific d maintain a formal style and o oncluding statement or section	he narration of historical event is to follow; organize ideas, cor s (e.g., charts, tables), and mul en facts, definitions, concrete d reate cohesion and clarify the r vocabulary to inform about or e bjective tone.	ncepts, and information into britinedia when useful to aiding of letails, quotations, or other informationships among ideas and explain the topic.	ments, or technical processes. bader categories as appropriate comprehension. brmation and examples. concepts.	e to achieving purpose;				
	findings, emphasizing salient prolume, and clear pronunciation		anner with pertinent descriptio	ns, facts, details, and examples	; use appropriate eye				
* Strongly applies to literac	y in history/social studies and s	cience/technical subjects							

## **<u>Grade 7: Standard 3</u>** (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
LP.6-8.4.	Level 1	Level 2		Level 3	Level 4	Level 5		
n ELL can onstruct grade- ppropriate oral and vritten claims and upport them with easoning and vidence	<ul> <li>express an opinion about a familiar topic.</li> <li>construct a c familiar topic.</li> <li>give a reasor the claim.</li> <li>give a reasor the claim.</li> </ul>		support	<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reason or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>		
	coherent writing in which the style are appropriate to task, p	development,	MP3. Cor	nstruct viable arguments and ique reasoning of others.	SP4. Analyze and interpr SP7. Engage in argument			
audience. EP3. Construct valid arg reasoning of other EP5. Build upon the ide when working col	guments from evidence and cri rs. eas of others and articulate his o laboratively.	rom evidence and critique the ers and articulate his or her own ideas		end to precision.	SP8. Obtain, evaluate, an information.			
		-	he follow	ving Grade 7 Literacy in Cont	tent Area Standards:			
a. Introduce clair logically. b. Support claim c. Use words, ph d. Establish and r	(s) with logical reasoning and re	nowledge and disting elevant, accurate dat hesion and clarify the	a and evid e relations	laim(s) from alternate or oppos ence that demonstrate an unde hips among claim(s), countercla ne argument presented.	erstanding of the topic or text,			
	d findings, emphasizing salient volume, and clear pronunciati		coherent n	nanner with pertinent description	ons, facts, details, and example	s; use appropriate eye		
	ccurately grade-appropriate ge to comprehension or expressio		domain-sp	ecific words and phrases; gathe	er vocabulary knowledge when	considering a word or		

## <u>Grade 7: Standard 4</u> (w/Literacy in <u>Content Area</u> Correspondences)

		By the en	d of each Ei	nglish language proficienc	y level, an ELL can	
ELP.6-8.5.	Level 1	Lev	el 2	Level 3	Level 4	Level 5
<ul> <li>An ELL can</li> <li>gather information from a few provided sources</li> <li>label collected information.</li> <li>o answer questions or solve problems</li> </ul>		<ul> <li>gather inforprovided sort</li> <li>record some information.</li> </ul>	ources multiple provided print ne data and and digital sources		<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate th credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	of a range of grade-level compl knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his	lex texts with ntegrating, or her own	MP1. Makes	e following content-specific sense of problems and ere in solving them.	<ul> <li>practices:</li> <li>SP3. Plan and carry out inversion</li> <li>SP6. Construct explanation</li> <li>SP8. Obtain, evaluate, and information.</li> </ul>	s and design solutions.
		_		ving Grade 7 Literacy in Cont		····
questions that a WHST.8 Gather relevant paraphrase the	allow for multiple avenues of e t information from multiple pri	xploration. nt and digital so s while avoiding	urces, using se plagiarism and	ated question), drawing on seve arch terms effectively; assess th following a standard format for esearch.	e credibility and accuracy of ea	
	and findings, emphasizing salie ate volume, and clear pronunci		cused, coherer	t manner with pertinent descri	otions, facts, details, and examp	oles; use appropriate eye
contact, adequa	ate volume, and clear pronunci					

## **<u>Grade 7: Standard 5</u>** (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of	each En	glish language proficienc	y leve:	, an ELL can		
ELP.6-8.6.	Level 1	Level 2		Level 3		Level 4	Level 5	
<ul> <li>An ELL can</li> <li>identify a point an author or a speaker makes.</li> <li>analyze and critique the arguments of others orally and in writing</li> </ul>		<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>		<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>		<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	
organization, and audience. EP3. Construct valid an of others. EP4. Build and present comparing, and s	d coherent writing in which the I style are appropriate to task, p rguments from evidence and cri t knowledge from research by in ynthesizing ideas from texts. eas of others and articulate his o	development, urpose, and tique the reasoning itegrating,	<b>MP1.</b> M in <b>MP3.</b> Co	ake sense of problems and pers solving them. onstruct viable arguments and itique reasoning of others.	-	<ul> <li>SP1. Ask questions a</li> <li>SP6. Construct explasion solutions.</li> <li>SP7. Engage in arguit</li> <li>SP8. Obtain, evaluat information.</li> </ul>	anations and design ment from evidence.	
	when engaging in ta	asks aligned with th	ne follow	ing Grade 7 Literacy in Cont	tent Ar	ea Standards:		
History/Social Studies RH.8 Distinguish among f	fact, opinion, and reasoned judg	ment in a text.		Science/Technical Studies RST.8 Distinguish among fac speculation in a text.		oned judgment based c	on research findings, and	

#### **<u>Grade 7: Standard 6</u>** (w/Literacy in <u>Content Area</u> Correspondences)

WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

SL.3\* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

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

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

		By the end of	f each Er	nglish language proficie	ncy level, an ELL can	
ELP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can		with emerging con	trol,	with developing ease,	with increasing ease,	with ease,
<ul> <li>Adapt language</li> <li>recognize the meaning of some words learned</li> <li>adapt language</li> <li>recognize the meaning of some words learned</li> <li>adapt language</li> <li>adapt language&lt;</li></ul>		<ul> <li>adapt language according to task audience</li> <li>begin to use freq occurring genera academic and co specific words ar phrases in conve and discussions.</li> </ul>	<ul> <li>and style according to purpose, task, and audience</li> <li>use an increasing num of general academic ar content-specific words and phrases in speech and short written text.</li> <li>show developing contro of style and tone in ora or written text.</li> </ul>		general academic and content-specific academic words and phrases	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express ideas</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>
organization, and audience.	when eng d coherent writing in which the o d style are appropriate to the tas tures to communicate context-s	development, k, purpose, and		:	fic practices: SP1. Ask questions and define pr SP6. Construct explanations and SP8. Obtain, evaluate, and comr	design solutions.
	when engaging in ta	asks aligned with t	he follow	ving Grade 7 Literacy in Co	ontent Area Standards:	
-	ance and support from peers an vell purpose and audience hav		id strength	en writing as needed by plar	nning, revising, editing, rewriting,	or trying a new approach,
SL.6* Adapt speech to	a variety of contexts and tasks,	demonstrating com	imand of fo	ormal English when indicated	d or appropriate.	
-	e accurately grade-appropriate g nt to comprehension or expressi		d domain-s	pecific words and phrases; g	ather vocabulary knowledge whe	en considering a word or
	cy in history/social studies and s					

## **<u>Grade 7: Standard 7</u>** (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can					
ELP.6-8.8.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,	
presentations and literary and informational text	sentations and literary		<ul> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	• determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)	
	in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	
	when engagi	ng in one or more of the f	ollowing content-specific p	ractices:	•	
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c			ke sense of problems and severe in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and of</li></ul>	•	
<ul><li>L.4* Determine or clarify the m</li><li>a. Use context (e.g., the or</li></ul>	of words and phrases as they a mains related to history/social eaning of unknown and multip verall meaning of a sentence o	re used in a text, including studies. ple-meaning words and phras or paragraph; a word's positio	words and phrases context relevant to es based on grade 7 reading a n or function in a sentence) as	aning of symbols, key terms, a as they are used in a specific grades 6–8 texts and topics. nd content, choosing flexibly fi a clue to the meaning of a wo	scientific or technical rom a range of strategies.	
<ul> <li>c. Consult general and spectra clarify its precise meaning d. Verify the preliminary d</li> <li>L.5. Demonstrate understandina. Interpret figures of spectra b. Use the relationship between the spectra clarify and the spectra clarify and</li></ul>	propriate Greek or Latin affixe ecialized reference materials (e ng or its part of speech. letermination of the meaning o ng of figurative language, word ech (e.g., literary, biblical, and tween particular words (e.g., s connotations (associations) of	e.g., dictionaries, glossaries, t of a word or phrase (e.g., by o d relationships, and nuances i mythological allusions) in cor ynonym/antonym, analogy) t	nesauruses), both print and dig hecking the inferred meaning n word meanings. htext. o better understand each of th	gital, to find the pronunciation in context or in a dictionary). ne words.		

## **<u>Grade 7: Standard 8</u>** (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of each En	nglish language proficienc	y level, an ELL can	
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informational topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>
	with limited control.	with emerging control.	with developing control.	section with increasingly independent control.	
	when eng	aging in one or more of the	e following content-specific	practices:	
development, o	nd coherent writing in which the rganization, and style are ask, purpose, and audience.	them.	oblems and persevere in solving	SP8. Obtain, evaluate, a	
	when engaging in ta	sks aligned with the follow	ring Grade 7 Literacy in Cont	tent Area Standards:	
WHST.2cUse appropriatWHST.4Produce clear aSL.4*Present claims a	rases, and clauses to create conc e and varied transitions to creat and coherent writing in which th and findings, emphasizing salien ate volume, and clear pronuncia	e cohesion and clarify the relate development, organization, t points in a focused, coherent	tionships among ideas and con and style are appropriate to tas	cepts. sk, purpose, and audience.	es; use appropriate eye
* Strongly applies to literate	cy in history/social studies and s	cience/technical subjects			

## **<u>Grade 7: Standard 9</u>** (w/Literacy in <u>Content Area</u> Correspondences)

			each En	glish language profici	ency level, an ELL can		
ELP.6-8.10.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can		with support (includ visual aids and sent	-	with support (including modeled sentences),			
make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> </ul>	er of verbs, prepositions, () occurring adjectives, adverbs, th ophrases, conjunctions, and () prepositional phrases and respond uestions. • produce simple and compound sentences. • produce simple for the sentence of the s		<ul> <li>use relative pronouns         <ul> <li>(e.g., who, whom, which             that), relative adverbs</li> <li>(e.g., where, when, why             subordinating             conjunctions, and             prepositional phrases</li> </ul> </li> <li>produce and expand         simple, compound, and         few complex sentences</li> </ul>	<ul> <li>intensive/reflexive</li> <li>pronouns (e.g., myself, ourselves) and verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct most misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	
				e following content-spec			
organization, and audience.	d coherent writing in which the I style are appropriate to task, p tures to communicate context-	purpose, and	<b>MP6.</b> At	tend to precision.	SP8. Obtain, evaluate, and com	municate information.	
	when engaging in ta	sks aligned with th	e follow	ing Grade 7 Literacy in C	Content Area Standards:		
<ul> <li>a. Explain the function</li> <li>b. Choose among since</li> <li>c. Place phrases and</li> <li>L.3* Use knowledge of lateral</li> </ul>	and of the conventions of stand on of phrases and clauses in ge nple, compound, complex, and I clauses within a sentence, reco anguage and its conventions wh that expresses ideas precisely a	eneral and their function l compound-complex stores cognizing and correction hen writing, speaking,	on in spec sentences ng misplac , reading,	cific sentences. s to signal differing relation ced and dangling modifiers. or listening.	iships among ideas.		
<ul> <li>c. Place phrases and</li> <li>L.3* Use knowledge of la a. Choose language</li> </ul>	I clauses within a sentence, reconnique and its conventions where the sentence of the sentence	ognizing and correctir hen writing, speaking, and concisely, recogni	ng misplad , reading, izing and d	ced and dangling modifiers. or listening.			

## **<u>Grade 7: Standard 10</u>** (w/Literacy in <u>Content Area</u> Correspondences)

#### Grade 8 ELA Standards Matrix

Use the **Grade 8 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

	ELP Standards		Correspondi	ng CCSS for E	LA Standards	5
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

		By the end of each En	glish language proficie	ncy level, an ELL can	
ELP.6-8.1.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of strategies to:	t of use an emerging set of use a developin strategies to: strategies to:		use an increasing range of strategies to:	use a wide range of strategies to:
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	• identify a few key words and phrases in oral communications and simple written texts.	<ul> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>	<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	oral presentations or written text	<ul> <li>determine central ideas or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supporting ideas or evidence</li> <li>summarize a text.</li> </ul>
<b>EP3.</b> Construct valid argur <b>EP4.</b> Build and present kn	when en a range of grade-level complex to ments from evidence and critique owledge from research by integ of others and articulate his or h	ue the reasoning of others. grating, comparing, and synthes	izing ideas from texts.	fic practices: MP1. Make sense of problems and persevere in solving them.	<b>SP1.</b> Ask questions and define problems.
	when eng	gaging in tasks aligned with	the following Grade 8 EL	A Standards:	
course of the text, in provide an objective <b>RL.3.</b> Analyze how particul the action, reveal as <b>RL.7.</b> Analyze the extent to	or central idea of a text and ana cluding its relationship to the cl summary of the text. lar lines of dialogue or incidents pects of a character, or provoke o which a filmed or live product s from the text or script, evaluat	haracters, setting, and plot; s in a story or drama propel a decision. ion of a story or drama stays	of the text, including summary of the text <b>RI.3.</b> Analyze how a text r individuals, ideas, or categories). <b>RI.7.</b> Evaluate the advanta	idea of a text and analyze its deve g its relationship to supporting idea nakes connections among and dist events (e.g., through comparisons ages and disadvantages of using di video, multimedia) to present a pa	is; provide an objective inctions between s, analogies, or fferent mediums (e.g.,
RL.1., RI.1. Cite the textual	l evidence that most strongly su	pports an analysis of what the t	ext says explicitly as well as	inferences drawn from the text.	
SL.2. Analyze the purpose political) behind its p	•	verse media and formats (e.g., v	isually, quantitatively, orally	r) and evaluate the motives (e.g., so	ocial, commercial,

#### By the end of each English language proficiency level, an ELL can . . . Level 3 ELP.6-8.2. Level 1 Level 2 Level 5 Level 4 • participate in extended An ELL can . . . • participate in short • participate in short • participate in • participate in conversational and conversational and conversations, conversations, conversations, written exchanges on written exchanges on discussions, and written discussions, and written discussions, and written participate in gradefamiliar topics familiar topics and texts exchanges on familiar exchanges on a variety of exchanges about a appropriate oral and • present simple • present information and topics and texts topics, texts, and issues variety of topics, texts, written exchanges of information ideas • build on the ideas of • build on the ideas of and issues information, ideas, respond to simple • respond to simple others others • build on the ideas of and analyses, questions and some whquestions and wh- express his or her own • express his or her own others responding to peer, questions. questions. ideas • express his or her own ideas audience, or reader ideas clearly ask and answer relevant ask and answer relevant comments and questions questions pose and respond to questions . . . add relevant information. • add relevant information relevant questions and evidence • add relevant and specific • paraphrase the key ideas evidence • summarize the key ideas expressed. • reflect on the key ideas expressed. when engaging in one or more of the following content-specific practices: **EP1.** Support analyses of a range of grade-level complex **MP1.** Make sense of problems and persevere in SP4. Analyze and interpret data. texts with evidence. solving them. SP6. Construct explanations and design solutions. **EP5.** Build upon the ideas of others and articulate his or MP6. Attend to precision. **SP8.** Obtain, evaluate, and communicate information. her own ideas when working collaboratively. when engaging in tasks aligned with the following Grade 8 ELA Standards: W.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

#### Grade 8: Standard 2 (w/ELA Correspondences)

## <u>Grade 8: Standard 3</u> (w/ELA Correspondences)

	By the end of each English language proficiency level, an ELL can								
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details</li> </ul>		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> </ul>	<ul> <li>deliver oral presentation</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information</li> </ul>				
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.				
	when eng	aging in one or more of the	e following content-specific	practices:					
<ul> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>		<ul><li>MP1. Make sense of problems and persevere in solving them.</li><li>MP6. Attend to precision.</li></ul>		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information.</li></ul>					
W 2 Write informative /ov	when eng		the following Grade 8 ELA S		husis of relevant content				
<ul> <li>a. Introduce a topic of (e.g., charts, tables)</li> <li>b. Develop the topic of C. Use appropriate ard. Use precise langua</li> <li>e. Establish and main</li> </ul>	learly, previewing what is to fo s), and multimedia when useful with relevant, well-chosen facts nd varied transitions to create c ge and domain-specific vocabu	llow; organize ideas, concepts, to aiding comprehension. s, definitions, concrete details, ohesion and clarify the relatior lary to inform about or explain	and information into broader of quotations, or other information iships among ideas and concep the topic.	categories; include formatting ( on and examples. its.					
<ul> <li>a. Engage and orient and logically.</li> <li>b. Use narrative tech</li> <li>c. Use a variety of tra experiences and experiences and experiences</li> </ul>	evelop real or imagined experie the reader by establishing a con niques, such as dialogue, pacing insition words, phrases, and cla vents. and phrases, relevant descripti	ntext and point of view and int g, description, and reflection, to uses to convey sequence, signa	roducing a narrator and/or cha o develop experiences, events, al shifts from one time frame o	racters; organize an event sequ and/or characters. r setting to another, and show	ence that unfolds naturally				
SL.4. Present claims and fir	on that follows from the narrate ndings, emphasizing salient poir act, adequate volume, and clea	its in a focused, coherent man	ner with relevant evidence, sou	Ind valid reasoning, and well-ch	nosen details; use				

## <u>Grade 8: Standard 4</u> (w/ELA Correspondences)

		By the end o	f each Er	nglish language proficiency level, an ELL can				
LP.6-8.4.	Level 1	Level 2		Level 3	Level 4	Level 5		
onstruct grade- ppropriate oral and vritten claims and upport them with easoning and vidence	<ul> <li>express an opinion about a familiar topic.</li> </ul>	<ul> <li>construct a claim about familiar topic</li> <li>give a reason to support the claim.</li> </ul>		<ul> <li>construct a claim about a familiar topic</li> <li>introduce the topic</li> <li>provide several supporting reasons or facts in a logical order</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>		
	when eng	aging in one or m	ore of the	e following content-specific	practices:			
organization, and audience. EP3. Construct valid ar reasoning of othe EP5. Build upon the ide when working col	eas of others and articulate his o	urpose, and tique the or her own ideas	crit	nstruct viable arguments and ique reasoning of others. end to precision.	<ul><li>SP4. Analyze and interpr</li><li>SP7. Engage in argument</li><li>SP8. Obtain, evaluate, ar information.</li></ul>	from evidence.		
<ul> <li>a. Introduce clain</li> <li>b. Support claim(s</li> <li>c. Use words, phr</li> <li>d. Establish and n</li> <li>e. Provide a conci</li> </ul> SL.4. Present claims and	to support claims with clear rean n(s), acknowledge and distingui s) with logical reasoning and rel rases, and clauses to create coh naintain a formal style. Iuding statement or section tha d findings, emphasizing salient	sons and relevant e sh the claim(s) from evant evidence, usi esion and clarify the t follows from the a points in a focused,	vidence. alternate ong accurate e relationsh	e, credible sources and demons ips among claim(s), countercla resented.	e the reasons and evidence log trating an understanding of the ims, reasons, and evidence.	e topic or text.		
appropriate eye contracts and use a	ontact, adequate volume, and o ccurately grade-appropriate ge to comprehension or expressio	lear pronunciation.						

## <u>Grade 8: Standard 5</u> (w/ELA Correspondences)

		By the en	d of each Er	nglish language proficienc	y level, an ELL can		
LP.6-8.5.	Level 1	Leve	el 2	Level 3	Level 4	Level 5	
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather inforr provided sou</li> <li>record some information.</li> </ul>	urces data and	ces multiple provided print multiple print and digital		<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate the credibility of each source</li> <li>quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	of a range of grade-level compl knowledge from research by ir inthesizing ideas from texts. eas of others and articulate his	lex texts with ntegrating, or her own	MP1. Make s	e following content-specific ense of problems and ere in solving them.	spactices:         SP3.       Plan and carry out investigation         SP6.       Construct explanation         SP8.       Obtain, evaluate, and information.	s and design solutions.	
			-	the following Grade 8 ELA S			
investigation. W.8. Gather relevant inforparaphrase the dat W.9. Draw evidence from SL.4. Present claims and	ormation from multiple print a a and conclusions of others wh n literary or informational text:	nd digital source ile avoiding plag s to support anal oints in a focuse	s, using search iarism and foll ysis, reflection d, coherent ma	es and generating additional rela terms effectively; assess the cr owing a standard format for cit , and research. anner with relevant evidence, s	redibility and accuracy of each s ation.	source; and quote or	

## <u>Grade 8: Standard 6</u> (w/ELA Correspondences)

			nglish language proficienc	lish language proficiency level, an ELL can			
ELP.6-8.6.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can analyze and critique the arguments of others orally and in writing	• identify a point an author or a speaker makes.	<ul> <li>identify the main argument an auth speaker makes</li> <li>identify one reaso author or a speak to support the arg</li> </ul>	on an er gives	<ul> <li>makes</li> <li>in texts or speech</li> <li>distinguish between</li> <li>claims that are supported</li> <li>in texts or speech</li> <li>determine whether the</li> <li>evidence is sufficient to</li> </ul>		<ul> <li>analyze and evaluate the argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to suppor the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	
	when en	gaging in one or mo	ore of the	e following content-specific	practices:		
organization, and audience. EP3. Construct valid an of others. EP4. Build and present comparing, and s	d coherent writing in which the d style are appropriate to task, p rguments from evidence and cri t knowledge from research by in synthesizing ideas from texts. leas of others and articulate his illaboratively.	urpose, and tique the reasoning ntegrating,	in <b>MP3.</b> Co	ake sense of problems and pers solving them. onstruct viable arguments and itique reasoning of others.	<ul><li>SP6. Construct ex solutions.</li><li>SP7. Engage in ar</li></ul>	ns and define problems. Aplanations and design gument from evidence. uate, and communicate	
	when eng	gaging in tasks align	ed with	the following Grade 8 ELA S	Standards:		
irrelevant evidence W.1b. Support claim(s) w SL.3. Delineate a speaker irrelevant evidence	ith logical reasoning and relevant of a specific claims.	nt evidence, using acc	urate, cre Iness of tl	dible sources and demonstratin	ng an understanding of the t d sufficiency of the evidence	copic or text. and identifying when	

## <u>Grade 8: Standard 7</u> (w/ELA Correspondences)

		By the end o	f each Er	nglish language proficie	ency level, an ELL can		
LP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5	
n ELL can		with emerging con	itrol,	with developing ease,	with increasing ease,	with ease,	
dapt language noices to purpose, isk, and audience then speaking and riting	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>according to task and audience</li> <li>begin to use frequent occurring general academic and content specific words and phrases in conversatio and discussions.</li> </ul>		<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing numboof general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing controp of style and tone in oral or written text.</li> </ul>	<ul> <li>and style according to purpose, task, and audience</li> <li>use a wider range of general academic and content-specific academic words and phrases</li> <li>maintain consistency in</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express idea</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>	
	when eng	gaging in one or m	ore of th	e following content-spec	ific practices:		
organization, an audience.	nd coherent writing in which the d style are appropriate to the tas ctures to communicate context-s	sk, purpose, and	MP6. Att		<ul><li>SP1. Ask questions and define pr</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and comr</li></ul>	design solutions.	
	when eng	gaging in tasks alig	ned with	the following Grade 8 EL	A Standards:		
-	ance and support from peers and well purpose and audience have		l strengthe	n writing as needed by plan	ning, revising, editing, rewriting, c	or trying a new approach,	
SL.6. Adapt speech to	a variety of contexts and tasks, o	demonstrating comm	nand of fo	rmal English when indicated	or appropriate.		

# <u>Grade 8 Standard 8</u> (w/ELA Correspondences)

		By the end of	f each En	glish language proficien	cy level, an ELL can	
ELP.6-8.8.	Level 1	Level 2	2	Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and knowledge of morphology in their native language,		using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words and simple phrases</li> </ul>	<ul> <li>determine the of frequently o words, phrases expressions</li> </ul>	ccurring	<ul> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> </ul>
	in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
	when engagi	ng in one or mor	e of the fo	llowing content-specific p	ractices:	
<b>EP1.</b> Support analyses of a range <b>EP6.</b> Use English structures to co				e sense of problems and severe in solving them.	<b>SP1.</b> Ask questions and defi <b>SP8.</b> Obtain, evaluate, and c	
	when engagi	ng in tasks aligne	ed with the	e following Grade 8 ELA Sta	andards:	
_	words and phrases as they ar meanings; analyze the impact uding analogies or allusions to	of specific word cl	cluding R	figurative, connotative, a	of words and phrases as they a nd technical meanings; analyz g and tone, including analogies	e the impact of specific
<ul> <li>a. Use context (e.g., the ov</li> <li>b. Use common, grade-app</li> <li>c. Consult general and spectra clarify its precise meaning</li> <li>d. Verify the preliminary d</li> <li>L.5. Demonstrate understandina. Interpret figures of spectra b. Use the relationship between c. Distinguish among the comparison of the comparison of</li></ul>	etermination of the meaning	or paragraph; a wor s and roots as clue e.g., dictionaries, gl of a word or phrase d relationships, and context. cer understand eac words with similar	rd's position s to the me lossaries, th e (e.g., by cl I nuances in th of the wo	n or function in a sentence) as aning of a word (e.g., precede lesauruses), both print and dig hecking the inferred meaning n word meanings.	a clue to the meaning of a wo , <i>recede, secede</i> ). gital, to find the pronunciation in context or in a dictionary).	rd or phrase. of a word or determine or

	By the end of each English language proficiency level, an ELL can							
ELP.6-8.9.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with beginning, middle, and end</li> <li>introduce and effectivel develop an information topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>			
	with limited control.	with emerging control.	with developing control.	with increasingly independent control.				
	when e	ngaging in one or more of th	e following content-specific	practices:				
development, c	nd coherent writing in which t organization, and style are task, purpose, and audience.	them.	oblems and persevere in solving arguments and critique reasonir	SP8. Obtain, evaluate, a				
	when e	ngaging in tasks aligned with	the following Grade 8 ELA S	Standards:				
<ul> <li>W.2c. Use appropriate an</li> <li>W.3c. Use a variety of transformation experiences and ev</li> <li>W.4. Produce clear and ex</li> <li>SL.4. Present claims and appropriate eye co</li> </ul>	d varied transitions to create of nsition words, phrases, and cla rents. coherent writing in which the of findings, emphasizing salient p ntact, adequate volume, and c	ohesion and clarify the relations uses to convey sequence, signal levelopment, organization, and oints in a focused, coherent ma lear pronunciation.	mong claim(s), counterclaims, r ships among ideas and concepts I shifts from one time frame or s style are appropriate to task, pu nner with relevant evidence, so nal English when indicated or ap	etting to another, and show th rpose, and audience. und valid reasoning, and well-c				

# <u>Grade 8: Standard 9</u> (w/ELA Correspondences)

		-	each En		ency level, an ELL can	
LP.6-8.10.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> </ul>	<ul> <li>with support (inclu visual aids and sent</li> <li>use nouns, prono verbs, prepositio adjectives, adver conjunctions, and prepositional phr</li> </ul>	buns, ns, bs, d rases	<ul> <li>with support (including modeled sentences),</li> <li>use relative pronouns (e.g., who, whom, which that), relative adverbs (e.g., where, when, which subordinating appingetions and provide that).</li> </ul>	intensive/reflexive y), pronouns (e.g., <i>myself,</i> <i>ourselves</i> ) and verbs in	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and place phrases place phrases phr</li></ul>
J	<ul> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>produce simple a compound senter</li> </ul>		<ul> <li>conjunctions, and prepositional phrases</li> <li>produce and expand simple, compound, and few complex sentences</li> </ul>		<ul> <li>clauses within a sentence</li> <li>recognize and correct misplaced and dangling modifiers</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
	when eng	aging in one or mo	ore of the	e following content-spec	ific practices:	
organization, and audience.	d coherent writing in which the style are appropriate to task, p cures to communicate context-	ourpose, and	MP6. At	tend to precision.	SP8. Obtain, evaluate, and com	municate information.
				the following Grade 8 E		
<ul> <li>a. Explain the f</li> <li>b. Form and us</li> <li>c. Form and us</li> <li>d. Recognize a</li> <li>L.3. Use knowledge</li> <li>a. Use verbs in</li> </ul>	ommand of the conventions of function of verbals (gerunds, pa se verbs in the active and passi se verbs in the indicative, impe nd correct inappropriate shifts of language and its conventio the active and passive voice a essing uncertainty or describin	articiples, infinitives) ve voice. rative, interrogative, in verb voice and mo ns when writing, spea nd in the conditional	in genera condition od. aking, rea and subju	l and their function in parti al, and subjunctive mood. ding, or listening.		the actor or the

## **<u>Grade 8: Standard 10</u>** (w/ELA Correspondences)

#### Grade 8 Literacy Standards Matrix

Use the **Grade 8 Literacy Standards Matrix** to identify a CCSS for Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

	FID Chan doude	CCSS	Literacy Stan	dards	CCSS ELA Standards		
	ELP Standards	RH	RST	WST	SL	L	
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2		
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1		
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4		
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4		
<u>6</u>	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6	
<u>z</u>	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6	
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5	
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6		
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3	

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science ar	nd Tec	hnical Subjects

			By the end of each En	nglish language proficiency level, an ELL can				
ELP.6-8.1.		Level 1	Level 2	Level 3	Level 4	Level 5		
An ELL can		limited set of	use an emerging set of	use a developing set of	use an increasing range of	use a wide range of		
	strategies	to:	strategies to:	strategies to:	strategies to:	strategies to:		
construct me from oral presentation literary and informationa through grad appropriate I reading, and viewing	• identify and phr communi- simple v le-	a few key words ases in oral nications and vritten texts.	<ul> <li>identify the main topic in oral communications and simple written texts</li> <li>retell a few key details.</li> </ul>	<ul> <li>determine the central idea or theme in simple oral presentations or written text</li> <li>explain how the theme is supported by specific details</li> <li>summarize part of the text.</li> </ul>	in oral presentations or written text	<ul> <li>determine central idea or themes in oral presentations or written text</li> <li>explain how the central ideas/themes are developed by supporti- ideas or evidence</li> <li>summarize a text.</li> </ul>		
		when eng	aging in one or more of the	following content-speci	fic practices:			
EP3. Construct EP4. Build and	d present knowledge fro	evidence and critique m research by integ	ue the reasoning of others. grating, comparing, and synthes her own ideas when working co	sizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	<b>SP1.</b> Ask questions and define problems.		
	wh	en engaging in ta	isks aligned with the follow	ing Grade 8 Literacy in Co	ontent Area Standards:			
History/Social				Science/Technical Subject				
RH.1 Cite sp	pecific textual evidence to	o support analysis o	of primary and secondary	RST.1 Cite specific textu	<b>s</b> al evidence to support analysis of	science and technical		
RH.1 Cite sp source RH.2 Determ provid	pecific textual evidence to es. mine the central ideas or le an accurate summary (	information of a p	of primary and secondary rimary or secondary source; ct from prior knowledge or	<ul><li>RST.1 Cite specific textu texts.</li><li>RST.2 Determine the ce summary of the textu texts.</li></ul>	al evidence to support analysis of ntral ideas or conclusions of a tex ext distinct from prior knowledge	t; provide an accurate or opinions.		
RH.1 Cite sp source RH.2 Deterr provid opinio RH.3 Identif	pecific textual evidence to es. mine the central ideas or de an accurate summary o ons. fy key steps in a text's de is (e.g., how a bill becomo	information of a p of the source distin scription of a proce	rimary or secondary source; ct from prior knowledge or ess related to history/social	<ul> <li>RST.1 Cite specific textures.</li> <li>RST.2 Determine the cersummary of the texture.</li> <li>RST.3 Follow precisely a taking measurem.</li> <li>RST.7 Integrate quantit</li> </ul>	al evidence to support analysis of ntral ideas or conclusions of a tex ext distinct from prior knowledge multistep procedure when carry ents, or performing technical task ative or technical information exp	t; provide an accurate or opinions. ing out experiments, s. ressed in words in a text		
RH.1Cite sp sourceRH.2Deterr provid opinioRH.3Identif studie lowereRH.7Integra	pecific textual evidence to es. mine the central ideas or de an accurate summary of ons. fy key steps in a text's de is (e.g., how a bill become ed).	information of a p of the source distin scription of a proce es law, how interes g., in charts, graph	rimary or secondary source; ct from prior knowledge or ess related to history/social t rates are raised or s, photographs, videos, or	<ul> <li>RST.1 Cite specific textures.</li> <li>RST.2 Determine the cersummary of the texture.</li> <li>RST.3 Follow precisely a taking measurem.</li> <li>RST.7 Integrate quantit</li> </ul>	al evidence to support analysis of ntral ideas or conclusions of a tex ext distinct from prior knowledge multistep procedure when carry ents, or performing technical task ative or technical information exp that information expressed visual	t; provide an accurate or opinions. ing out experiments, s. ressed in words in a text		

# **<u>Grade 8:</u>** Standard 1 (w/Literacy in <u>Content Area</u> Correspondences)

By the end of each English language proficiency level, an ELL can							
Level 1	Level 2	Level 3	Level 4	Level 5			
<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present simple information</li> <li>respond to simple questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics and texts</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>paraphrase the key ideas expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>pose and respond to relevant questions</li> <li>add relevant and specific evidence</li> <li>summarize the key ideas</li> <li>reflect on the key ideas expressed.</li> </ul>			
of a range of grade-level compl ce.	ex MP1. Make sense of prol solving them.	blems and persevere in	<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li></ul>	d design solutions.			
when engaging in ta	asks aligned with the follow	ring Grade 8 Literacy in Co	ntent Area Standards:				
including the Internet, to prod	uce and publish writing and pre	esent the relationships betwe	en information and ideas clearly	and efficiently.			
pressing their own clearly. ons prepared, having read or re ect on ideas under discussion. ollegial discussions, set specific nat connect the ideas of several	searched material under study goals and deadlines, and defin speakers and respond to othe	; explicitly draw on that prep e individual roles as needed. rs' questions and comments v	aration by referring to evidence of with relevant evidence, observati	on the topic, text, or issue ons, and ideas.			
	participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. when eng of a range of grade-level complete. as of others and articulate his content en working collaboratively. when engaging in tailor including the Internet, to prode the a range of collaborative discussion pressing their own clearly. ons prepared, having read or re- ect on ideas under discussion. ollegial discussions, set specific hat connect the ideas of several	Level 1       Level 2         • participate in short conversational and written exchanges on familiar topics       • participate in short conversational and written exchanges on familiar topics and texts         • present simple information       • present information and ideas         • respond to simple questions and some wh- questions.       • present information and ideas         • respond to simple questions.       • respond to simple questions.         when engaging in one or more of the solving them.         of a range of grade-level complex re.       MP1. Make sense of prof solving them.         so of others and articulate his or en working collaboratively.       MP1. Make sense of prof solving them.         when engaging in tasks aligned with the follow including the Internet, to produce and publish writing and pre- a a range of collaborative discussions (one-on-one, in groups, a pressing their own clearly. ons prepared, having read or researched material under study ect on ideas under discussion.         ollegial discussions, set specific goals and deadlines, and defin nat connect the ideas of several speakers and respond to othe	Level 1       Level 2       Level 3         • participate in short conversational and written exchanges on familiar topics       • participate in short conversational and written exchanges on familiar topics and texts       • participate in conversations, discussions, and written exchanges on familiar topics and texts         • present simple information       • present information and ideas       • build on the ideas of others         • respond to simple questions.       • respond to simple questions.       • build on the ideas of others         • ask and asseer relevant questions.       • ask and answer relevant questions.       • ask and answer relevant questions         when engaging in one or more of the following content-specif       MP1. Make sense of problems and persevere in solving them.         so of others and articulate his or en working collaboratively.       MP1. Make sense of problems and persevere in solving them.         when engaging in tasks aligned with the following Grade 8 Literacy in Co         including the Internet, to produce and publish writing and present the relationships betwee rearange of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse pressing their own clearly. ons prepared, having read or researched material under study; explicitly draw on that prep- ect on ideas under discussion.         onlegial discussions, set specific goals and deadlines, and define individual roles as needed. hat connect the ideas of several speakers and respond to others' questions and comments of	Level 1       Level 2       Level 3       Level 4         • participate in short conversational and written exchanges on familiar topics       • participate in short conversational and written exchanges on familiar topics and texts       • participate in conversations, discussions, and written exchanges on familiar topics and texts       • participate in conversations, discussions, and written exchanges on familiar topics and texts       • participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues         • present information expond to simple questions.       • respond to simple questions and some wh- questions.       • respond to simple questions and wh- questions.       • build on the ideas of others       • build on the ideas of others         • ask and answer relevant questions       • ask and answer relevant questions       • ask and answer relevant questions         • add relevant information and evidence       • add relevant information and evidence       • add relevant information and evidence         • far arage of grade-level complex reference en working collaboratively.       MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.       SP4. Analyze and interpret data SP6. Construct explanations and SP8. Obtain, evaluate, and com         when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards: including the Internet, to produce and publish writing and present the relationships between information and ideas clearly rearange of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts pressing their o			

# **<u>Grade 8: Standard 2</u>** (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can								
ELP.6-8.3.	Level 1	Level 2	Level 3	Level 4	Level 5				
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate simple information</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some details</li> </ul>		<ul> <li>deliver oral presentations</li> <li>compose written narratives or informational texts</li> <li>develop texts with some specific details</li> </ul>	<ul> <li>deliver oral presentation</li> <li>compose written narratives or informational texts</li> <li>develop texts with relevant details, ideas, or information</li> </ul>				
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, and experiences.	about a variety of texts, topics, and experience.	about a variety of texts, topics, and experiences.				
	when eng	aging in one or more of the	e following content-specific	practices:					
<ul> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>		<ul><li>MP1. Make sense of problems and persevere in solving them.</li><li>MP6. Attend to precision.</li></ul>		<ul><li>SP6. Construct explanations and design solutions.</li><li>SP8. Obtain, evaluate, and communicate information.</li></ul>					
<ul> <li>a. Introduce a triinclude forma</li> <li>b. Develop the t</li> <li>c. Use appropria</li> <li>d. Use precise la</li> <li>e. Establish and</li> </ul>	when engaging in ta e/explanatory texts, including t opic clearly, previewing what is atting (e.g., headings), graphics topic with relevant, well-choser ate and varied transitions to cre anguage and domain-specific ve maintain a formal style and ob ncluding statement or section th	he narration of historical event to follow; organize ideas, conc (e.g., charts, tables), and multi n facts, definitions, concrete de eate cohesion and clarify the re ocabulary to inform about or ex jective tone.	epts, and information into broa imedia when useful to aiding co itails, quotations, or other infor elationships among ideas and co oplain the topic.	ments, or technical processes. ader categories as appropriate omprehension. mation and examples. oncepts.	to achieving purpose;				
	findings, emphasizing salient pontact, adequate volume, and clo		anner with relevant evidence, s	ound valid reasoning, and well-	-chosen details; use				
* Strongly applies to literact	y in history/social studies and s	cience/technical subjects							

## **<u>Grade 8: Standard 3</u>** (w/Literacy in <u>Content Area</u> Correspondences)

Grade 8: Standard 4 (v	w/Literacy in	Content Area	Correspondences)
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Level 2	Level 3	Level 4		
• construct a claim ab		Level 4	Level 5	
<ul> <li>express an opinion about a familiar topic.</li> <li>give a reason to sup the claim.</li> </ul>		<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about variety of topics</li> <li>introduce the topic</li> <li>provide compelling and logically ordered reason or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>	
ngaging in one or more	e of the following content-specific	practices:		
purpose, and	<ul><li><b>1P3.</b> Construct viable arguments and critique reasoning of others.</li><li><b>1P6.</b> Attend to precision.</li></ul>	critique reasoning of others. <b>SP7.</b> Engage in argument from evide		
tasks aligned with the ecific content.	e following Grade 8 Literacy in Con	itent Area Standards:		
e, acknowledge and distin and relevant, accurate dat te cohesion and clarify th	nguish the claim(s) from alternate or op ata and evidence that demonstrate and ne relationships among claim(s), counto I supports the argument presented.	understanding of the topic or te	ext, using credible	
	d domain-specific words and phrases;	gather vocabulary knowledge w	vhen considering a word	
ri	lume, and clear pronunci riate general academic an expression.	lume, and clear pronunciation. riate general academic and domain-specific words and phrases;	riate general academic and domain-specific words and phrases; gather vocabulary knowledge v expression.	

		By the en	d of each Er	glish language proficienc	y level, an ELL can		
ELP.6-8.5. Level 1 Level 2		el 2	Level 3	Level 4	Level 5		
An ELL can conduct research and evaluate and communicate findings o answer questions or solve problems	<ul> <li>gather information from a few provided sources</li> <li>label collected information.</li> </ul>	<ul> <li>gather inforr provided sou</li> <li>record some information.</li> </ul>	urces data and	<ul> <li>gather information from multiple provided print and digital sources</li> <li>summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate</li> <li>cite sources.</li> </ul>	<ul> <li>gather information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate</li> <li>cite sources</li> <li>use a standard format for citations.</li> </ul>	<ul> <li>gather information from multiple print and digit sources</li> <li>use search terms effectively</li> <li>(at Grade 8) evaluate th credibility of each source</li> <li>quote or paraphrase th data and conclusions of others using charts, diagrams, or other</li> </ul>	
<ul> <li>when engaging in one of grade-level complex texts with evidence.</li> <li>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>		r more of the following content-specific practices:         MP1. Make sense of problems and persevere in solving them.         SP3. Plan and carry out investigations.         SP6. Construct explanations and design solut         SP8. Obtain, evaluate, and communicate information.					
focused questi WHST.8 Gather relevar or paraphrase WHST.9 Draw evidence	research projects to answer a ions that allow for multiple ave at information from multiple pr the data and conclusions of ot e from informational texts to su	question (includi enues of explorat rint and digital so hers while avoid upport analysis re	ing a self-gene tion. burces, using se ing plagiarism eflection, and r	rated question), drawing on sev earch terms effectively; assess t and following a standard forma research. manner with relevant evidence	veral sources and generating ad he credibility and accuracy of e t for citation.	each source; and quote	

## **<u>Grade 8:</u>** Standard 5 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of	each En	glish language proficienc	y level, an ELL can	
LP.6-8.6.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can Inalyze and critique he arguments of others orally and in vriting	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or a speaker makes</li> <li>identify one reason an author or a speaker gives to support the argument.</li> </ul>		<ul> <li>explain the argument an author or a speaker makes</li> <li>distinguish between claims that are supported by reasons and evidence from those that are not.</li> </ul>	<ul> <li>analyze the argument and specific claims made in texts or speech</li> <li>determine whether the evidence is sufficient to support the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze and evaluate th argument and specific claims made in texts or speech/ presentations</li> <li>determine whether the reasoning is sound and the evidence is relevant and sufficient to suppor the claims</li> <li>cite textual evidence to support the analysis.</li> </ul>
	when eng	gaging in one or mo	ore of the	e following content-specific	practices:	
organization, and audience. EP3. Construct valid ar of others. EP4. Build and present comparing, and so	and coherent writing in which the development, nd style are appropriate to task, purpose, and arguments from evidence and critique the reasoning ent knowledge from research by integrating, d synthesizing ideas from texts. ideas of others and articulate his or her own ideas collaboratively.			ake sense of problems and pers solving them. Instruct viable arguments and tique reasoning of others.	<ul><li>SP6. Construct exp solutions.</li><li>SP7. Engage in arg</li></ul>	and define problems. Manations and design ument from evidence. ate, and communicate
	when engaging in ta	isks aligned with th	ne follow	ing Grade 8 Literacy in Cont	tent Area Standards:	
History/Social Studies RH.8 Distinguish among	fact, opinion, and reasoned jud	gment in a text.		Science/Technical Studies RST.8 Distinguish among f and speculation in a	facts, reasoned judgment bas a text.	ed on research findings,
WHST.1b Support claim(	s) with logical reasoning and rel	evant, accurate data	and evide	nce that demonstrate an under	rstanding of the topic or text,	using credible sources.
SL.3* Delineate a speake irrelevant evidence	r's argument and specific claim e is introduced.	s, evaluating the sour	ndness of	the reasoning and relevance an	nd sufficiency of the evidence	and identifying when
	curately grade-appropriate gen o comprehension or expression		omain-spe	cific words and phrases; gather	vocabulary knowledge when	considering a word or
	cy in history/social studies and					

## **<u>Grade 8: Standard 6</u>** (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of e	each Eng	nglish language proficiency level, an ELL can			
LP.6-8.7.	Level 1	Level 2		Level 3	Level 4	Level 5	
n ELL can	<b>ELL can</b> with emerging control,		ol,	with developing ease,	with increasing ease,	with ease,	
dapt language hoices to purpose, ask, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned</li> <li>through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices according to task and audience</li> <li>begin to use frequently occurring general academic and content- specific words and phrases in conversations and discussions.</li> </ul>		<ul> <li>adapt language choices and style according to purpose, task, and audience</li> <li>use an increasing number of general academic and content-specific words and phrases in speech and short written texts</li> <li>show developing contro of style and tone in oral or written text.</li> </ul>	general academic and content-specific academic words and phrases	<ul> <li>adapt language choices and style according to purpose, task, and audience,</li> <li>use a wide variety of complex general academic and content- specific academic words to precisely express idea</li> <li>maintain an appropriate and consistent style and tone throughout an oral or written text.</li> </ul>	
	when eng	gaging in one or mor	re of the f	following content-speci	fic practices:		
			MP6. Atter		<ul><li>SP1. Ask questions and define prise</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and commission</li></ul>	design solutions.	
	when engaging in ta	asks aligned with the	e followin	ng Grade 8 Literacy in Co	ontent Area Standards:		
	uidance and support from peers ocusing on how well purpose and			nen writing as needed by p	lanning, revising, editing, rewritir	ng, or trying a new	
SL.6* Adapt speec	h to a variety of contexts and tas	ks, demonstrating com	nmand of f	ormal English when indica	ted or appropriate.		
	use accurately grade-appropriate portant to comprehension or exp	•	d domain-s	specific words and phrases	; gather vocabulary knowledge w	hen considering a word	
* Strongly applies to li	teracy in history/social studies ar	nd science/technical su	ubjects				

## **<u>Grade 8:</u>** Standard 7 (w/Literacy in <u>Content Area</u> Correspondences)

By the end of each English language proficiency level, an ELL can           ELP.6-8.8.         Level 1         Level 2         Level 3         Level 4         Level 4							
ELP.6-8.8.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can determine the meaning of words and phrases in oral	rmine the meaning of rmine the meaning of morphology in their native language. reference materials, and knowledge of morphology in their native language.		, and hology	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,	
presentations and literary and informational text	<ul> <li>recognize the meaning of a few frequently occurring words and simple phrases</li> </ul>	<ul> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> </ul>		<ul> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification)</li> </ul>	
	in texts about familiar topics, experiences, or events.	in texts about famil topics, experiences, events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	
	when engagi	ng in one or more o	of the fo	ollowing content-specific p	ractices:		
<b>EP1.</b> Support analyses of a range <b>EP6.</b> Use English structures to compare the structures to co				ke sense of problems and severe in solving them.	<b>SP1.</b> Ask questions and defi <b>SP8.</b> Obtain, evaluate, and o		
	when engaging in tasks	aligned with the fo	llowing	g Grade 8 Literacy in Conte	nt Area Standards:		
History/Social Studies RH.4 Determine the meaning o including vocabulary spec	f words and phrases as they a ific to domains related to histo				of symbols, key terms, and ot used in a specific scientific or topics.		
<ul> <li>a. Use context (e.g., the or</li> <li>b. Use common, grade-app</li> <li>c. Consult general and spectarify its precise meaning</li> </ul>	eaning of unknown and multip verall meaning of a sentence o propriate Greek or Latin affixe ecialized reference materials (e ng or its part of speech. letermination of the meaning o	or paragraph; a word's s and roots as clues to e.g., dictionaries, gloss	position the me saries, th	n or function in a sentence) as eaning of a word (e.g., precede nesauruses), both print and dig	a clue to the meaning of a wo <i>recede, secede</i> ). gital, to find the pronunciation	rd or phrase.	
<ul><li>a. Interpret figures of spee</li><li>b. Use the relationship bet</li><li>c. Distinguish among the c</li></ul>	ng of figurative language, word ech (e.g. verbal irony, puns) in tween particular words to bett connotations (associations) of ds to better understand each o istory/social studies and scien	context. er understand each c words with similar de of the words.	of the wo	ords.	ed, willful, firm, persistent, resc	olute). Use the relationship	

## **<u>Grade 8: Standard 8</u>** (w/Literacy in <u>Content Area</u> Correspondences)

By the end of each English language proficiency level, an ELL can           ELP.6-8.9.         Level 1         Level 2         Level 3         Level 4         Level 4								
Level 1	Level 2	Level 3	Level 4	Level 5				
<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a brief sequence of events in order</li> <li>introduce an informational topic</li> <li>present one or two facts about the topic</li> <li>use some commonly occurring linking words (e.g., next, because, and, also)</li> <li>provide a concluding statement</li> </ul>	<ul> <li>recount a short sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with a few facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on)</li> <li>provide a concluding section</li> </ul>	<ul> <li>recount a complex sequence of events or steps in a process, with a beginning, middle, and end</li> <li>introduce and effectively develop an informationa topic with facts and details</li> <li>use a wide variety of transitional words and phrases to show logical relationships between events and ideas</li> <li>provide a concluding section.</li> </ul>				
with limited control.	with emerging control.	with developing control.	with increasingly independent control.					
when eng	aging in one or more of th	e following content-specific	practices:					
nd coherent writing in which the organization, and style are task, purpose, and audience.	them.		SP8. Obtain, evaluate, a					
when engaging in ta	asks aligned with the follow	ving Grade 8 Literacy in Con	tent Area Standards:					
ate and varied transitions to crea r and coherent writing in which t	ate cohesion and clarify the rel the development, organization	ationships among ideas and con , and style are appropriate to ta	ncepts. ask, purpose, and audience.	ell-chosen details; use				
	with support (including context and visual aids) and non-verbal communication, <ul> <li>communicate simple information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul> <li>with limited control.</li> when engaging in take, purpose, and audience. when engaging in take, and coherent writing in which the rases, and clauses to create col- ate and varied transitions to create r and coherent writing in which the	Level 1Level 2with support (including context and visual aids) and non-verbal communication,with support (including modeled sentences),• communicate simple information about an event or topic• recount a brief sequence of events in order• use a narrow range of vocabulary and syntactically simple sentences• recount a brief sequence of events in order• use a narrow range of vocabulary and syntactically simple sentences• recount a brief sequence of events in order• use a narrow range of vocabulary and syntactically simple sentences• present one or two facts about the topic• present one or two facts about the topic• present one or two facts about the topic• provide a concluding statement• provide a concluding statementwith limited control.with emerging control.When engaging in one or more of the rganization, and style are task, purpose, and audience.MP1. Make sense of pro- them. MP3. Construct viable a of others.when engaging in tasks aligned with the follow trases, and clauses to create cohesion and clarify the relations ate and varied transitions to create cohesion and clarify the relations ate and coherent writing in which the development, organization	Level 1Level 2Level 3with support (including context and visual aids) and non-verbal communication, • communicate simple information about an event or topicwith support (including modeled sentences),• recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., next, because, and, also)• recount a brief sequence of events in order • introduce an informational topic • use some commonly occurring linking words (e.g., next, because, and, also) • provide a concluding statement• recount a brief sequence 	Level 1       Level 2       Level 3       Level 4         with support (including context and visual aids) and non-verbal communication,       with support (including modeled sentences),       with support (including modeled sentences),       • recount a short sequence of events, with a beginning, middle, and end       • recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end         • use a narrow range of vocabulary and syntactically simple sentences       • recount a brief sequence of events in order       • introduce an informational topic       • introduce and about the topic       • use some commonly occurring linking words (e.g., next, because, and, also)       • use some commonly occurring linking words (e.g., next, because, and, also)       • use concluding statement       • use concluding statement       • provide a concluding statement       • provide a concluding section         with limited control.       with emerging control.       with developing control.       with increasingly independent control.         when engaging in one or more of the following content-specific practices:       SP7. Engage in argument information.				

## **<u>Grade 8: Standard 9</u>** (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
.P.6-8.10.	Level 1	Level 2		Level 3	Level 4	Level 5		
n ELL can		with support (including visual aids and sentences),		with support (including modeled sentences),				
ake accurate use of andard English to ommunicate in ade-appropriate eech and riting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, and verbs</li> <li>understand and respond to simple questions.</li> <li>use nouns, prono verbs, prepositio adjectives, adver conjunctions, and prepositional phr</li> <li>produce simple a compound senter</li> </ul>		ouns, ns, bs, that), relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), rases subordinating nd conjunctions, and		<ul> <li>intensive/reflexive</li> <li>pronouns (e.g., myself, ourselves) and verbs in</li> <li>the active and passive</li> <li>voices</li> <li>place phrases and</li> <li>clauses within a</li> </ul>	<ul> <li>use intensive/reflexive pronouns</li> <li>use verbs in the active and passive voices</li> <li>place phrases and clauses within a sentence</li> <li>recognize and correct misplaced and danglin modifiers</li> <li>produce and expand simple, compound, an complex sentences.</li> </ul>		
	when eng	aging in one or mo	ore of the	e following content-spe				
organization, and audience.	ar and coherent writing in which the development,       MP6. /         , and style are appropriate to task, purpose, and       structures to communicate context- specific messages.			tend to precision.	SP8. Obtain, evaluate, and con	nmunicate information.		
	when engaging in ta	sks aligned with th	e follow	ing Grade 8 Literacy in	Content Area Standards:			
<ul> <li>a. Explain the fur</li> <li>b. Form and use</li> <li>c. Form and use</li> <li>d. Recognize and</li> </ul>	nmand of the conventions of state action of verbals (gerunds, parti- verbs in the active and passive verbs in the indicative, imperat correct inappropriate shifts in v of language and its conventions	ciples, infinitives) in voice. ive, interrogative, con verb voice and mood	general a nditional,	nd their function in particu and subjunctive mood.	-			
a. Use verbs in		d in the conditional a			rticular effects (e.g., emphasizing	the actor or the action;		

## **<u>Grade 8: Standard 10</u>** (w/Literacy in <u>Content Area</u> Correspondences)

#### Grade 9-10 ELA Standards Matrix

Use the **Grade9-10 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

	ELP Standards		Corresponding CCSS for ELA Standards					
	ELP Standards	RL	RI	W	SL	L		
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2			
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1			
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4			
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6		
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4			
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6		
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6		
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5		
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6			
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3		

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

Level 1			cy icvel, all LEE call I I I	By the end of each English language proficiency level, an ELL can						
	Level 2	Level 3	Level 4	Level 5						
e a very limited set of rategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:						
identify a few key words and phrases in oral communications and simple oral and written texts.	<ul> <li>identify the main topic</li> <li>retell a few key details in oral presentations and simple oral and written texts.</li> </ul>	<ul> <li>determine the central idea or theme in oral presentations and written texts</li> <li>explain how the theme is developed by specific details in the texts</li> <li>summarize part of the text.</li> </ul>	<ul> <li>determine two central ideas or themes in oral presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the texts to support the analysis</li> <li>summarize a simple text.</li> </ul>	<ul> <li>determine central ideas or themes in presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the texts to support the analysis</li> <li>summarize a text.</li> </ul>						
				SP1. Ask questions and						
uments from evidence and critique the reasoning of others. knowledge from research by integrating, comparing, and synthesiz		izing ideas from texts.	and persevere in solving them.	define problems.						
when engag	ing in tasks aligned with the	e following Grades 9–10 El	A Standards:							
xt, including how it emerges in objective summary of the aracters (e.g., those with me er the course of a text, inter lop the theme. on of a subject or a key scer	s and is shaped and refined by text. ultiple or conflicting act with other characters, and	course of the text, ir specific details; prov <b>RI.3.</b> Analyze how the aut including the order i and developed, and <b>RI.7.</b> Analyze various acco	ncluding how it emerges and is sh ride an objective summary of the shor unfolds an analysis or series n which the points are made, how	aped and refined by text. of ideas or events, w they are introduced between them. t mediums (e.g., a						
a c s t Igsect	when eng ge of grade-level complex t s from evidence and critiqu dge from research by integ thers and articulate his or h when engag theral idea of a text and anal t, including how it emergen n objective summary of the racters (e.g., those with m r the course of a text, inter op the theme.	<ul> <li>• retell a few key details in oral presentations and simple oral and written texts.</li> <li>• retell a few key details in oral presentations and simple oral and written texts.</li> <li>• when engaging in one or more of the texts.</li> </ul> when engaging in one or more of the reasoning of others. dge from research by integrating, comparing, and synthes thers and articulate his or her own ideas when working comparing and synthes there and articulate his or her own ideas when working comparing in tasks aligned with the text. when engaging in tasks aligned with the text. tracters (e.g., those with multiple or conflicting r the course of a text, interact with other characters, and op the theme.	<ul> <li>eretell a few key details in oral presentations and simple oral and written texts.</li> <li>eretell a few key details in oral presentations and simple oral and written texts.</li> <li>explain how the theme is developed by specific details in the texts</li> <li>explain how the theme is developed by specific details in the texts</li> <li>summarize part of the text.</li> <li>s from evidence and critique the reasoning of others. dge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>when engaging in tasks aligned with the following Grades 9–10 El Informational Text</li> <li>RI.2. Determine a central course of a text, interact with other characters, and op the theme.</li> </ul>	<ul> <li>eretell a few key details in oral presentations and simple oral and written texts.</li> <li>eretell a few key details in oral presentations and simple oral and written texts.</li> <li>explain how the theme is developed by specific details in the texts</li> <li>explain how the theme is developed by specific details in the texts</li> <li>summarize part of the text.</li> <li>explain how the theme is developed by specific details and evidence from the texts to support the analysis</li> <li>summarize part of the text.</li> <li>summarize part of the text.</li> <li>when engaging in one or more of the following content-specific practices:</li> <li>ge of grade-level complex texts with evidence.</li> <li>from evidence and critique the reasoning of others.</li> <li>dge from research by integrating, comparing, and synthesizing ideas from texts.</li> <li>thers and articulate his or her own ideas when working collaboratively.</li> <li>when engaging in tasks aligned with the following Grades 9–10 ELA Standards:</li> <li>Informational Text</li> <li>RI.2. Determine a central idea of a text and analyze is development t, including how it emerges and is shaped and refined by n objective summary of the text.</li> <li>RI.3. Analyze how the author unfolds an analysis or series in cluding the order in which the points are made, hoo and developed, and the connections that are drawn and developed, and the connections that are drawn and developed.</li> </ul>						

# **<u>Grades 9-10:</u>** Standard 1 (w/ELA Correspondences)

		By th	e end of each Er	nglish language proficie	ency le	evel, an ELL can	
ELP.9-12.2.	Level 1		Level 2	Level 3		Level 4	Level 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	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present information</li> <li>respond to simple yes/no questions and some wh- questions.</li> </ul>	convers written familias • present ideas • respon	pate in short sational and n exchanges on r topics and texts t information and d to simple ons and wh-	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed.</li> </ul>		<ul> <li>participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly and persuasively</li> <li>refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>ask and answer questions that probe reasoning and claims</li> <li>summarize the key points and evidence discussed.</li> </ul>
texts with eviden <b>EP5.</b> Build upon the ide	of a range of grade-level compl	ex		f problems and persevere n.	SP4. /	<b>ctices:</b> Analyze and interpret data. Construct explanations and Obtain, evaluate, and comr	l design solutions.
	when engag	ging in tas	ks aligned with th	e following Grades 9–10	ELA St	andards:	
•••	uding the Internet, to produce, p lisplay information flexibly and c		•	or shared writing products, ta	aking a	dvantage of technology's ca	apacity to link to other
issues, building on o a. Come to discussio research on the to b. Work with peers goals and deadlin c. Propel conversati discussion; and cl d. Respond thought	the effectively in a range of colla thers' ideas and expressing their ons prepared, having read and re opic or issue to stimulate a thou to set rules for collegial discussion es, and individual roles as needed ons by posing and responding to arify, verify, or challenge ideas a fully to diverse perspectives, sur d make new connections in light	r own clear esearched a ghtful, wel ons and de ed. o questions and conclus mmarize po	ly and persuasively. material under study l-reasoned exchange cision-making (e.g., i s that relate the curr sions. pints of agreement a	y; explicitly draw on that prep e of ideas. informal consensus, taking vo ent discussion to broader the nd disagreement, and, when	paratio otes on emes o	on by referring to evidence f h key issues, presentation o or larger ideas; actively inco	from texts and other f alternate views), clear rporate others into the

# **<u>Grades 9-10:</u>** Standard 2 (w/ELA Correspondences)

#### By the end of each English language proficiency level, an ELL can . . . ELP.9-12.3. Level 1 Level 2 Level 3 Level 4 with support (including with support (including with support (including • deliver oral presentations An ELL can . . . modeled sentences), modeled sentences), modeled sentences), • compose written • communicate deliver short oral deliver short oral informational texts speak and write about information presentations presentations develop the topic with grade-appropriate • compose written compose written some relevant details, complex literary and narratives or informational texts concepts, examples, and informational texts • develop the topic with a informational texts information few details • integrate graphics or and topics ... multimedia when useful about familiar texts, about familiar texts, topics, about familiar texts, topics, about a variety of texts, topics, and experiences. experiences, or events. or events. topics, or events. when engaging in one or more of the following content-specific practices: **EP1.** Support analyses of a range of grade-level complex **MP1.** Make sense of problems and persevere in solving SP6. Construct explanations and design solutions. texts with evidence. SP8. Obtain, evaluate, and communicate information. them. **EP2.** Produce clear and coherent writing in which the MP6. Attend to precision. development, organization, and style are appropriate to the task, purpose, and audience. when engaging in tasks aligned with the following Grades 9–10 ELA Standards: W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, guotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### Grades 9-10: Standard 3 (w/ELA Correspondences)

W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Level 5

• deliver oral presentations

• fully develop the topic with

relevant details, concepts,

examples, and information

multimedia when useful

• compose written

informational texts

integrate graphics or

about a variety of texts,

topics, or events.

#### By the end of each English language proficiency level, an ELL can . . . ELP.9-12.4. Level 1 Level 2 Level 3 Level 4 Level 5 • express an opinion about • construct a claim about • construct a claim about • construct a claim about a An ELL can . . . • construct a substantive a familiar topic. familiar topics familiar topics variety of topics claim about a variety of • introduce the topic • introduce the topic topics • introduce the topic construct grade-• introduce the claim • give a reason to support provide sufficient reasons provide logically ordered appropriate oral and the claim or facts to support the reasons or facts that distinguish it from a written claims and effectively support the counter-claim • provide a concluding claim provide a concluding support them with statement. claim provide logically ordered statement. • provide a concluding and relevant reasons and reasoning and statement. evidence to support the evidence . . . claim and to refute the counter-claim provide a conclusion that summarizes the argument presented. when engaging in one or more of the following content-specific practices: **EP2.** Produce clear and coherent writing in which the development, MP3. Construct viable arguments and SP4. Analyze and interpret data. organization, and style are appropriate to task, purpose, and critique reasoning of others. **SP7.** Engage in argument from evidence. audience. MP6. Attend to precision. SP8. Obtain, evaluate, and communicate **EP3.** Construct valid arguments from evidence and critique the reasoning information. of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. when engaging in tasks aligned with the following Grades 9–10 ELA Standards: W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. Provide a concluding statement or section that follows from and supports the argument presented. SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### Grades 9-10: Standard 4 (w/ELA Correspondences)

Grades 9-10: St	<u>tandard 5</u>	(w/ELA	Correspondences)	
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	By the en	d of each English language proficiency level, an ELL can				
Level 1 Leve		el 2 Level 3		Level 4	Level 5	
a few provided print and digital sources • label collected information, experiences, or events. • summarize of information.		nt and digital data and	<ul> <li>carry out short research projects to answer a question</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>evaluate the reliability of each source</li> <li>integrate information into an organized oral or written report</li> <li>cite sources appropriately.</li> </ul>	<ul> <li>carry out both short and more sustained researcy projects to answer a question or solve a problem</li> <li>gather and synthesize information from multiple print and digita sources</li> <li>use advanced search terms effectively</li> <li>evaluate the reliability of each source</li> <li>analyze and integrate information into a clear organized oral or writte text</li> <li>cite sources appropriately.</li> </ul>	
of a range of grade-level compl knowledge from research by in nthesizing ideas from texts. as of others and articulate his o ng collaboratively.	ex texts with ntegrating, or her own	MP1. Make s	ense of problems and	practices: SP3. Plan and carry out inverse SP6. Construct explanation SP8. Obtain, evaluate, and information.	s and design solutions.	
as more sustained research pr nthesize multiple sources on th mation from multiple authorita	ojects to answer ne subject, demo ntive print and di	r a question (in onstrating unde igital sources, u	cluding a self-generated questi erstanding of the subject under	on) or solve a problem; narrow investigation. vely; assess the usefulness of e	ach source in answering th	
l I I I I I I I I I I I I I I I I I I I	gather information from a few provided print and digital sources label collected information, experiences, or events. when engent when engent knowledge from research by ir nthesizing ideas from texts. as of others and articulate his ng collaboratively. ures to communicate context-s when engage as more sustained research pr nthesize multiple sources on th	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events.</li> <li>summarize of information.</li> <li>summarize of info</li></ul>	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events.</li> <li>summarize data and information.</li> <li>summarize data and information.</li> </ul>	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events.</li> <li>summarize data and information.</li> <li>gather information.</li> <li>gather information from multiple provided print and digital sources</li> <li>summarize data and information.</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> </ul>	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information.</li> <li>summarize data and information.</li> <li>summarize data and information.</li> <li>gather information from multiple provided print and digital sources</li> <li>summarize data and information.</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> <li>when engaging in one or more of the following content-specific practices:</li> <li>of a range of grade-level complex texts with knowledge from research by integrating, nthesizing ideas from texts. as of others and articulate his or her own go collaboratively.</li> </ul>	

## **<u>Grades 9-10:</u>** Standard 6 (w/ELA Correspondences)

				ish language proficiend	y level,	, an ELL can		
ELP.9-12.6.	Level 1	Level 2		Level 3		Level 4	Level 5	
An ELL can analyze and critique the arguments of others orally and in writing	• identify a point an author or a speaker makes.	<ul> <li>identify the main argument an autho speaker makes</li> <li>identify one reason author or a speake to support the argu</li> </ul>	or or an • r gives	explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis.	<ul> <li>analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite textual evidence to support the analysis.</li> </ul>		<ul> <li>analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite specific textual evidence to thoroughly support the analysis.</li> </ul>	
	when en	gaging in one or mor	e of the fo	ollowing content-specific	practice	es:		
organization, and audience. EP3. Construct valid a of others. EP4. Build and presen comparing, and s EP5. Build upon the id	Construct valid arguments from evidence and critique the reasoning		per: <b>MP3.</b> Con	ke sense of problems and severe in solving them. Istruct viable arguments and ique reasoning of others.	j	<ul><li>SP6. Construct expl. solutions.</li><li>SP7. Engage in argu</li></ul>	and define problems. anations and design ment from evidence. te, and communicate	
	when enga	ging in tasks aligned	with the f	ollowing Grades 9–10 EL	A Stand	ards:		
<b>RI.8.</b> Delineate and evaluation statements and fallation			-	-				
W.1b. Develop claim(s) and knowledge level and	d counterclaims fairly, supplying d concerns.	gevidence for each whi	ic pointing					
knowledge level and				-		ggerated or distorted		

## **<u>Grades 9-10:</u>** Standard 7 (w/ELA Correspondences)

		By the end o	f each En	glish language proficie	ency level, an ELL can		
ELP.9-12.7.	Level 1 Level 2		Level 3		Level 4	Level 5	
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> <li>adapt language of to task and audie emerging contro • use some freque occurring genera academic and co specific words in conversation and discussion.</li> </ul>		ence with and style according to purpose, task, and audience with developin al ease ontent- o use an increasing number of general		<ul> <li>and style according to purpose, task, and audience</li> <li>use a wider range of complex general academic and content- specific words and phrases</li> <li>adopt and maintain a formal style in speech and writing, as</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience with ease</li> <li>use a wide variety of complex general academic and content- specific words and phrases</li> <li>employ both formal and more informal styles effectively, as appropriate.</li> </ul>	
organization, and audience.	when eng d coherent writing in which the d style are appropriate to the tas ctures to communicate context-s	development, k, purpose, and	1		ific practices: SP1. Ask questions and define SP6. Construct explanations an SP8. Obtain, evaluate, and con	d design solutions.	
	when engag	ging in tasks aligne	ed with th	e following Grades 9–10	ELA Standards:		
purpose and audien SL.6. Adapt speech to a v L.6. Acquire and use acc	then writing as needed by planni ce. ariety of contexts and tasks, dem urately general academic and do nonstrate independence in gathe	nonstrating comman omain-specific words	d of forma and phras	l English when indicated or es, sufficient for reading, w	appropriate. riting, speaking, and listening at	the college and career	

## Grades 9-10: Standard 8 (w/ELA Correspondences)

	By the end of each English language proficiency level, an ELL o						
ELP.9-12.8.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>determine the mean of frequently occur words, phrases, and expressions</li> </ul>		ils, and rphology guage, meaning ccurring	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions	<ul> <li>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions</li> </ul>	
	in texts about familiar topics, experiences, or events.	in texts about fan topics, experience events.	-	in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	
	when engagi	ng in one or more	e of the fo	llowing content-specific p	ractices:		
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c				e sense of problems and evere in solving them.	<ul><li>SP1. Ask questions and definient</li><li>SP8. Obtain, evaluate, and of</li></ul>		
	when engaging	in tasks aligned v	with the fo	ollowing Grades 9–10 ELA	Standards:		
specific word choices on m sense of time and place; he	nnotative meanings; analyze the aning and tone (e.g., how the bow it sets a formal or informal	he cumulative impa e language evokes a tone).	R ct of	figurative, connotative, an specific word choices on opinion differs from that		e the cumulative impact of he language of a court	
strategies. a. Use context (e.g., the or b. Identify and correctly us c. Consult general and spe clarify its precise meani d. Verify the preliminary d L.5. Demonstrate understandir a. Interpret figures of spece	eaning of unknown and multip verall meaning of a sentence, p se patterns of word changes th ecialized reference materials (e ng, its part of speech, or its et etermination of the meaning of ng of figurative language, word ech (e.g., euphemism, oxymoro meaning of words with similar	baragraph, or text; a nat indicate differen e.g., dictionaries, glo ymology. of a word or phrase I relationships, and on) in context and a	a word's po it meanings ossaries, the (e.g., by ch nuances in	esition or function in a sentence or parts of speech (e.g., anal- esauruses), both print and dig necking the inferred meaning i word meanings.	e) as a clue to the meaning of yze, analysis, analytical; advoc ital, to find the pronunciation	a word or phrase. ate, advocacy).	

		By the end of each E	nglish language proficie	ncy level, an ELL can	
ELP.9-12.9.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication,</li> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> <li>with support (including modeled sentences),</li> <li>recount a short sequence of events in order, and</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas (e.g., <i>first, next, because</i>)</li> </ul>		<ul> <li>recount a sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement</li> </ul>	<ul> <li>recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order</li> <li>introduce and effectivel develop an information topic with facts, details, and evidence</li> <li>use complex and varied transitions to link the major sections of text a speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>
	with limited control.		with developing control.	with increasingly independent control.	section of statement.
	when e	ngaging in one or more of th	e following content-speci	fic practices:	
development, c	nd coherent writing in which t organization, and style are task, purpose, and audience.	them.	oblems and persevere in solv arguments and critique reaso	SP8. Obtain, evaluate,	
	when eng	aging in tasks aligned with t	he following Grades 9–10	ELA Standards:	
between reasons a W.2c. Use appropriate an W.3c. Use a variety of tec of mystery, suspen W.4. Produce clear and o SL.4. Present informatio opposing perspecti tasks.	nd evidence, and between clair d varied transitions and syntax hniques to sequence events so se, growth, or resolution). coherent writing in which the c n, findings, and supporting evid	n(s) and counterclaims. to link the major sections of the that they build on one another levelopment, organization, and dence, conveying a clear and dis anization, development, substa	e text, create cohesion, and cl to create a coherent whole a style are appropriate to task, tinct perspective, such that li nce, and style are appropriate	steners can follow the line of rea e to purpose, audience, and a rai	mplex ideas and concepts. and outcome (e.g., a sense asoning, alternative or

## **<u>Grades 9-10:</u>** Standard 9 (w/ELA Correspondences)

		By the end of	each En	iglish language proficie	ncy level, an ELL can	
LP.9-12.10.	Level 1	Level 1 Level 2		Level 3	Level 4	Level 5
n ELL can	with support (including modeled sentences),			with support (including modeled sentences),		
nake accurate use o tandard English to ommunicate in rade-appropriate peech and vriting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond</li> </ul>			<ul> <li>use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)</li> <li>use simple clauses (e.g., independent, dependent, relative, adverbial)</li> <li>produce and expand simple, compound and a few complex sentences.</li> </ul>	<ul> <li>phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)</li> <li>use increasingly complex clauses</li> <li>produce and expand</li> </ul>	<ul> <li>use complex phrases an clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
	when eng	aging in one or mo	ore of the	e following content-speci	fic practices:	
organization, a audience.	and coherent writing in which the and style are appropriate to task, p ructures to communicate context-	ourpose, and	<b>MP6.</b> At	tend to precision.	SP8. Obtain, evaluate, and comr	nunicate information.
	when engag	ing in tasks aligned	d with th	e following Grades 9–10	ELA Standards:	
a. Apply the u b. Resolve issu needed. L.3. Apply knowled	command of the conventions of st nderstanding that usage is a matt ues of complex or contested usage lge of language to understand hov en reading or listening.	er of convention, can e, consulting referenc	change α es (e.g., Λ	over time, and is sometimes of Aerriam-Webster's Dictionar	contested. y of English Usage, Garner's Mod	

## <u>Grades 9-10: Standard 10</u> (w/ELA Correspondences)

#### Grade 9-10 Literacy Standards Matrix

Use the **Grade 9-10 Literacy Standards Matrix** to identify a CCSS for Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

		CCSS	Literacy Stan	dards	CCSS ELA Standards		
	ELP Standards	RH	RST	WST	SL	L	
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2		
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1		
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4		
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4		
<u>6</u>	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6	
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6	
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5	
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6		
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3	

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science ar	nd Tec	hnical Subjects

		By the end of each En	glish language proficie	ncy level, an ELL can		
ELP.9-12.1.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:	
construct meaning from oral presentations and iterary and nformational text through grade- appropriate listening, reading, and viewing	<ul> <li>identify a few key words and phrases in oral communications and simple oral and written texts.</li> </ul>	<ul> <li>identify the main topic</li> <li>retell a few key details in oral presentations and simple oral and written texts.</li> </ul>	<ul> <li>determine the central idea or theme in oral presentations and writte texts</li> <li>explain how the theme is developed by specific details in the texts</li> <li>summarize part of the text.</li> </ul>	written texts	<ul> <li>determine central idea or themes in presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the text to support the analysis</li> <li>summarize a text.</li> </ul>	
	when en	gaging in one or more of the	e following content-specif	ic practices:	-	
<b>EP3.</b> Construct valid argument <b>EP4.</b> Build and present knows	-		sizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.	
	when engaging in task	ks aligned with the following	g Grades 9–10 Literacy in	Content Area Standards:		
<ul> <li>secondary sources, a origin of the information of the information of the information of the information of the central secondary source; p events or ideas developments or ideas developments</li></ul>	evidence to support analysis o attending to such features as tl ation. ral ideas or information of a pri provide an accurate summary o elop over the course of the text eries of events described in a to nts caused later ones or simply	f primary and he date andRST.1 Cite s the pRST.2 Deter of a crimary or f how key t.RST.3 Follow meas define precededRST.3 Follow meas	recise details of explanations mine the central ideas or cor omplex process, phenomeno w precisely a complex multist urements, or performing tecl ed in the text. late quantitative or technical	apport analysis of science and tech or descriptions. Inclusions of a text; trace the text's in, or concept; provide an accurat rep procedure when carrying out of hnical tasks, attending to special of l information expressed in words is e information expressed visually of	e explanation or depiction e summary of the text. experiments, taking cases or exceptions n a text into visual form	

# **<u>Grades 9-10:</u>** Standard 1 (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
ELP.9-12.2.	Level 1	Level 2	Level 3	Level 4	Level 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	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present information</li> <li>respond to simple yes/no questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own idea clearly and persuasively</li> <li>refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>ask and answer questions that probe reasoning and claims</li> <li>summarize the key points and evidence discussed.</li> </ul>			
texts with evidence EP5. Build upon the ide	of a range of grade-level comp ce. as of others and articulate his en working collaboratively.	olex MP1. Make sense of pr solving them. or MP6. Attend to precision	he following content-specif oblems and persevere in on. ing Grades 9–10 Literacy in	<ul><li>SP4. Analyze and interpret da</li><li>SP6. Construct explanations a</li><li>SP8. Obtain, evaluate, and co</li></ul>	nd design solutions.			
information and t <b>SL.1*</b> Initiate and participal issues, building on o a. Come to discussion research on the to b. Work with peers to goals and deadlin c. Propel conversati discussion; and cl d. Respond thought understanding an	o display information flexibly a ate effectively in a range of co thers' ideas and expressing th ons prepared, having read and opic or issue to stimulate a tho to set rules for collegial discuss es, and individual roles as nee ons by posing and responding arify, verify, or challenge ideas	and dynamically. Ilaborative discussions (one-or eir own clearly and persuasive researched material under stu bughtful, well-reasoned exchar sions and decision-making (e.g ded. to questions that relate the cu s and conclusions. ummarize points of agreemen ht of the evidence and reason	n-one, in groups, and teacher-leady. Idy: ady; explicitly draw on that pre- nge of ideas. ., informal consensus, taking ve urrent discussion to broader the t and disagreement, and, wher	s, taking advantage of technolo ed) with diverse partners on gra paration by referring to evidend otes on key issues, presentation emes or larger ideas; actively in warranted, qualify or justify th	ades 9–10 topics, texts, and ce from texts and other n of alternate views), clear ncorporate others into the			

## **<u>Grades 9-10:</u>** Standard 2 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of each En	nglish language proficiend	cy level, an ELL can		
ELP.9-12.3.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can speak and write about grade-appropriate complex literary and informational texts and topics	<ul><li>with support (including modeled sentences),</li><li>communicate information</li></ul>	<ul> <li>with support (including modeled sentences),</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> <li>deliver short oral presentations</li> <li>compose written after a few details</li> </ul>		<ul> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with some relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>	<ul> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>fully develop the topic with relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>	
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, or events.	about a variety of texts, topics, or events.	about a variety of texts, topics, or events.	
	when eng	aging in one or more of the	e following content-specific	practices:		
texts with evidence. EP2. Produce clear and cold development, organiz appropriate to the task	ation, and style are sk, purpose, and audience.	them. <b>MP6.</b> Attend to precision.		<b>SP8.</b> Obtain, evaluate, and communicate information.		
<ul> <li>a. Introduce a to figures, table</li> <li>b. Develop the to the audien</li> <li>c. Use varied traditional distribution of the expertise la to the expertise.</li> <li>e. Establish and</li> </ul>	e/explanatory texts, including t opic and organize ideas, concep s), and multimedia when useful opic with well-chosen, relevant ce's knowledge of the topic. ansitions and sentence structur anguage and domain-specific vo ise of likely readers. maintain a formal style and ob ocluding statement or section th	he narration of historical event its, and information to make in to aiding comprehension. and sufficient facts, extended es to link the major sections of ocabulary to manage the comp jective tone while attending to	nportant connections and disti d definitions, concrete details, f the text, create cohesion, and lexity of the topic and convey a p the norms and conventions of		n and examples appropriate gideas and concepts. line and context as well as e writing.	
	findings, and supporting evide nce, and style are appropriate			ow the line of reasoning and th	e organization,	
* Strongly applies to literact	y in history/social studies and s	cience/technical subjects				

## **<u>Grades 9-10:</u>** Standard 3 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of	of each English language proficiency level, an ELL can					
ELP.9.12.4.	Level 1	Level 2		Level 3	Level 4	Level 5		
about a familiar topic.		<ul> <li>construct a claim ab familiar topics</li> <li>introduce the topic</li> <li>give a reason to sup the claim</li> <li>provide a concluding statement.</li> </ul>	miliar topics froduce the topic ve a reason to support e claim ovide a concluding familiar topics • introduce the to • provide sufficien or facts to support claim		<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a substantive claim about a variety of topics</li> <li>introduce the claim</li> <li>distinguish it from a counter- claim</li> <li>provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim</li> <li>provide a conclusion that summarizes the argument presented.</li> </ul>		
	when	engaging in one or m	ore of	the following content-spec	ific practices:			
audience. <b>EP3.</b> Construct valid argues reasoning of othe <b>EP5.</b> Build upon the ide when working col	e ideas of others and articulate his or her own ideas			critique reasoning of others. Attend to precision.	rs. <b>SP7.</b> Engage in argument from evidence. <b>SP8.</b> Obtain, evaluate, and communicate information.			
<ul> <li>a. Introduce predictant</li> <li>claim(s), count</li> <li>b. Develop claim</li> <li>a discipline-ap</li> <li>c. Use words, ph</li> <li>and evidence,</li> <li>d. Establish and it</li> </ul>	focused on discipline-specificise claim(s), distinguish the terclaims, reasons, and evid (s) and counterclaims fairly, propriate form and in a marrases, and clauses to link th and between claim(s) and c	c content. claim(s) from alternate ence. supplying data and evid ner that anticipates the e major sections of the ounterclaims. objective tone while att	or opp dence fo e audie text, cro ending	nce's knowledge level and conc eate cohesion, and clarify the r to the norms and conventions	anization that establishes clear strengths and limitations of bot erns. elationships between claim(s) a	th claim(s) and counterclaims ir and reasons, between reasons		
development, substa L.6. Acquire and use accureadiness level; demonstration	ance, and style are appropria urately general academic an	ate to purpose, audience d domain-specific words g vocabulary knowledge	e, and t s and pl e when	ogically such that listeners can ask. hrases, sufficient for reading, w considering a word or phrase ir	riting, speaking, and listening a	t the college and career		

## **<u>Grades 9-10:</u>** Standard 4 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end	of each En	glish language proficienc	y level, an ELL can	
ELP.9-12.5.	Level 1	Level	2	Level 3	Level 4	Level 5
a few provided print and digital sources label collected information, experiences, or solve problems		<ul> <li>gather informa provided print sources</li> <li>summarize dat information.</li> </ul>	and digital ta and	<ul> <li>carry out short research projects to answer a question</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>evaluate the reliability of each source</li> <li>integrate information into an organized oral or written report</li> <li>cite sources appropriately.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use advanced search terms effectively</li> <li>evaluate the reliability of each source</li> <li>analyze and integrate information into a clearly organized oral or written text</li> <li>cite sources appropriately.</li> </ul>
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	of a range of grade-level compl knowledge from research by ir nthesizing ideas from texts. eas of others and articulate his	ex texts with Integrating,	MP1. Make s	e following content-specific ense of problems and ere in solving them.	practices: SP3. Plan and carry out inv. SP6. Construct explanation SP8. Obtain, evaluate, and information.	s and design solutions.
WHST 7 Conduct short as	when engaging in task well as more sustained researc			g Grades 9–10 Literacy in Co		rrow or broadon the inquiry
<ul> <li>when appropriat</li> <li>WHST.8 Gather relevant i the research que</li> <li>WHST.9 Draw evidence fr</li> <li>SL.4* Present information, development, substa</li> </ul>	se; synthesize multiple sources nformation from multiple auth estion; integrate information information informational texts to supp , findings, and supporting evide ance, and style are appropriate y in history/social studies and s	on the subject, den oritative print and to the text selectiv ort analysis, reflec ence clearly, concis to purpose, audie	monstrating digital source rely to mainta ction, and res sely, and logio nce, and task	understanding of the subject un es, using advanced searches eff in the flow of ideas, avoiding p earch. cally such that listeners can foll	nder investigation. fectively; assess the usefulness lagiarism and following a stand	of each source in answering lard format for citation.

## **<u>Grades 9-10:</u>** Standard 5 (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
ELP.9-12.6.	Level 1	Level 2		Level 3		Level 4	Level 5	
An ELL can analyze and critique the arguments of others orally and in writing	<ul> <li>identify a point an author or a speaker makes.</li> </ul>			<ul> <li>explain the reasons an author or a speaker gives to support a claim</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite textual evidence to support the analysis.</li> </ul>		<ul> <li>analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite specific textual evidence to thoroughly support the analysis.</li> </ul>	
	when en	gaging in one or mo	ore of the	e following content-specific	practice	s:		
organization, and audience. EP3. Construct valid ar of others. EP4. Build and present comparing, and so	d coherent writing in which the style are appropriate to task, p guments from evidence and cri knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his llaboratively.	in <b>MP3.</b> Co	ake sense of problems and persolving them. solving them. onstruct viable arguments and itique reasoning of others.		<ul><li>SP6. Construct explanation</li><li>solutions.</li><li>SP7. Engage in argument</li></ul>	and define problems. anations and design ment from evidence. te, and communicate		
	when engaging in task	ks aligned with the	followin	g Grades 9–10 Literacy in Co	ontent A	rea Standards:		
author's claims. WHST.1b Develop claim(s)	which the reasoning and evide ) and counterclaims fairly, supp priate form and in a manner the	lying data and eviden	ce for eac	h while pointing out the streng	commend	ation for solving a sci	ientific or technical problem.	
<b>SL.3</b> * Evaluate a speaker's	s point of view, reasoning, and u	use of evidence and rl	hetoric, id	entifying any fallacious reasoni	ing or exag	ggerated or distorted	evidence.	
	urately general academic and de onstrate independence in gathe							
readiness level; dem	onstrate macpenaence in gaine	this vocabulary know		en considering a word or priras		te to comprehension	or expression.	

## **<u>Grades 9-10:</u>** Standard 6 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of	f each En	glish language proficie	ency level, an ELL can	
ELP.9-12.7.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language of to task and audie emerging contro</li> <li>use some freque occurring general academic and co specific words in conversation and discussion.</li> </ul>	ence with I ently al ontent-	and style according to purpose, task, and audience with developing easeand style according to purpose, task, and audience• use an increasing number of general academic and content- specific words and expressions in speech and written text• use a wider range of complex general academic and content- specific words and phrases• use a wider range of complex general academic and content- specific words and phrases• show developing control• and writing, as		<ul> <li>adapt language choices and style according to purpose, task, and audience with ease</li> <li>use a wide variety of complex general academic and content- specific words and phrases</li> <li>employ both formal and more informal styles effectively, as appropriate.</li> </ul>
organization, and audience.	when eng d coherent writing in which the d style are appropriate to the tas tures to communicate context-s	development, k, purpose, and	1		fic practices: SP1. Ask questions and define p SP6. Construct explanations and SP8. Obtain, evaluate, and com	d design solutions.
	when engaging in task	s aligned with the	e followin	g Grades 9–10 Literacy in	Content Area Standards:	
specific purpose <b>S6*</b> Adapt speech to a va	and audience. rriety of contexts and tasks, dem	onstrating command	d of formal	English when indicated or a		
					iting, speaking, and listening at th rase important to comprehension	
* Strongly applies to litera	cy in history/social studies and s	cience/technical sub	ojects			

## **<u>Grades 9-10:</u>** Standard 7 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of	each En	glish language proficien	cy level, an ELL can	
ELP.9-12.8.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul>	<ul> <li>reference materials, and knowledge of morphology in their native language,</li> <li>determine the meaning</li> </ul>		<ul> <li>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</li> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</li> <li>using context, complex visual aids, reference materials, and consist knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony hyperbole), and idiomatic expression</li> </ul>	
	in texts about familiar topics, experiences, or events.	in texts about fan topics, experience events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety or topics, experiences, or events.
	when engagi	ng in one or more	e of the fo	ollowing content-specific p	ractices:	
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c				e sense of problems and severe in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and o</li></ul>	•
	when engaging in tasks al	igned with the fo	llowing G	rades 9–10 Literacy in Con	tent Area Standards:	
History/Social Studies RH.4 Determine the meaning of including vocabulary desc history/social science.	f words and phrases as they a ribing political, social, or econ				of symbols, key terms, and ot used in a specific scientific or d topics.	
<ul> <li>b. Identify and correctly us</li> <li>c. Consult general and spectra clarify its precise meaning</li> <li>d. Verify the preliminary de</li> <li>L.5. Demonstrate understanding</li> <li>a. Interpret figures of spectra</li> </ul>	erall meaning of a sentence, p e patterns of word changes th cialized reference materials (e ng, its part of speech, or its ety etermination of the meaning o ng of figurative language, word beech (e.g., euphemism, oxymo te meaning of words with simil	aragraph, or text; a at indicate differen .g., dictionaries, glo mology. f a word or phrase d relationships, and oron) in context and lar denotations.	word's po t meanings ssaries, the (e.g., by ch nuances ir d analyze t	sition or function in a sentence or parts of speech (e.g., analy esauruses), both print and dig necking the inferred meaning i n word meanings.	e) as a clue to the meaning of yze, analysis, analytical; advoca ital, to find the pronunciation of	a word or phrase. ate, advocacy).

# **<u>Grades 9-10:</u>** Standard 8 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of each E	nglish language proficie	ncy level, an ELL can		
ELP.9-12.9.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communication,</li> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> <li>with limited control.</li> <li>with support (including modeled sentences),</li> <li>recount a short sequence of events in order, and</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas (e.g., <i>first, next, because</i>)</li> </ul>		<ul> <li>recount a sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement</li> </ul>	<ul> <li>recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order</li> <li>introduce and effectively develop an informational topic with facts, details, and evidence</li> <li>use complex and varied transitions to link the major sections of text an speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>	
	with limited control.	with emerging control.	with developing control.	with increasingly independent control.	section or statement.	
	when er	ngaging in one or more of th	e following content-speci	fic practices:		
development, d	nd coherent writing in which th organization, and style are task, purpose, and audience.	them.	oblems and persevere in solv arguments and critique reaso	SP8. Obtain, evaluate,		
	when engaging in tas	ks aligned with the followir	ng Grades 9–10 Literacy in	Content Area Standards:		
reasons, betwe WHST.2c Use varied tran	en reasons and evidence, and b sitions and sentence structures	between claim(s) and countercla	aims. e text, create cohesion, and c	ion, and clarify the relationships clarify the relationships among co ask, purpose, and audience.		
opposing persp informal tasks.	ectives are addressed, and the		ostance, and style are approp	at listeners can follow the line of riate to purpose, audience, and a		
		· •	ionnai Englisti when illuicate			
* Strongly applies to liter	acy in history/social studies and	science/technical subjects				

## **<u>Grades 9-10:</u>** Standard 9 (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of e	each En	glish language proficien	e end of each English language proficiency level, an ELL can					
ELP.9-12.10.	Level 1	Level 2		Level 3	Level 4	Level 5				
An ELL can	with support (including modeled sentences),	with support (incluc modeled sentences)	0	with support (including modeled sentences),						
make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>produce simple and compound sentences.</li> </ul>		<ul> <li>use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)</li> <li>use simple clauses (e.g., independent, relative, adverbial)</li> <li>produce and expand simple, compound and a few complex sentences.</li> </ul>	<ul> <li>use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use complex phrases and clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>				
	when eng	aging in one or mo	re of the	e following content-specific	practices:					
organization, and audience.	coherent writing in which the style are appropriate to task, p ures to communicate context-	urpose, and	<b>MP6.</b> At	tend to precision. SP	<ol> <li>Obtain, evaluate, and common set the set of the set o</li></ol>	nunicate information.				
	when engaging in tasks	aligned with the f	ollowin	g Grades 9–10 Literacy in C	ontent Area Standards:					
a. Apply the understa	nd of the conventions of stand anding that usage is a matter o complex or contested usage, co	f convention, can cha	nge over	time, and is sometimes conte	sted. Inglish Usage, Garner's Modern	American Usage) as				
<b>L.3*</b> Apply knowledge of la when reading or lister		guage functions in di	fferent c	ontexts, to make effective cho	ices for meaning or style, and t	o comprehend more fully				
* ~	cy in history/social studies and									

## **<u>Grades 9-10:</u>** Standard 10 (w/Literacy in <u>Content Area</u> Correspondences)

#### Grade 11-12 ELA Standards Matrix

Use the **Grade 11-12 ELA Standards Matrix** to identify a CCSS for ELA Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for ELA Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

	ELD Standarda		Correspondi	ng CCSS for E	LA Standards	5
	ELP Standards	RL	RI	W	SL	L
<u>1</u>	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing		8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### Legend for Domains

RL	Reading for Literature	SL	Speaking and Listening
RI	Reading for Informational Texts	L	Language
W	Writing		

		By the end of each En	glish language proficie	ncy level, an ELL can	
ELP.9-12.1.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing	<ul> <li>identify a few key words and phrases in oral communications and simple oral and written texts.</li> </ul>	<ul> <li>identify the main topic</li> <li>retell a few key details in oral presentations and simple oral and written texts.</li> </ul>	<ul> <li>determine the central idea or theme in oral presentations and writte texts</li> <li>explain how the theme is developed by specific details in the texts</li> <li>summarize part of the text.</li> </ul>	written texts	<ul> <li>determine central idea or themes in presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the tex to support the analysis</li> <li>summarize a text.</li> </ul>
	when eng	gaging in one or more of the	e following content-speci	fic practices:	
<b>EP3.</b> Construct valid argur <b>EP4.</b> Build and present kn	a range of grade-level complex ments from evidence and critiq owledge from research by inte of others and articulate his or	ue the reasoning of others. grating, comparing, and synthe	sizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.
	when engag	ing in tasks aligned with the	e following Grades 11–12	ELA Standards:	
over the course of th produce a complex a <b>RL.3.</b> Analyze the impact of of a story or drama ( characters are introo <b>RL.7.</b> Analyze multiple inte production of a play	ore themes or central ideas of a ne text, including how they inte iccount; provide an objective su of the author's choices regardin e.g., where a story is set, how t duced and developed). erpretations of a story, drama, o or recorded novel or poetry), e ude at least one play by Shakes	ract and build on one another t immary of the text. g how to develop and relate ele he action is ordered, how the or poem (e.g., recorded or live valuating how each version inte	o developm and build ements objective s <b>RI.3.</b> Analyze a specific in course of erprets <b>RI.7.</b> Integrate a different r	e two or more central ideas of a te ent over the course of the text, inc on one another to provide a comp summary of the text. complex set of ideas or sequence dividuals, ideas, or events interact	cluding how they interact lex analysis; provide an of events and explain how and develop over the nformation presented in antitatively) as well as in
the text leaves matter <b>SL.2.</b> Integrate multiple so	ers uncertain. ources of information presented		(e.g., visually, quantitatively,	ferences drawn from the text, incl , orally) in order to make informed	

# <u>Grades 11-12: Standard 1</u> (w/ELA Correspondences)

		By the end of each Er	nglish language proficier	ncy level, an ELL can	
ELP.9-12.2.	Level 1	Level 2	Level 3	Level 4	Level 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	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present information</li> <li>respond to simple yes/no questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly</li> <li>support points with specific and relevant evidence</li> <li>ask and answer questions to clarify ideas and conclusions</li> <li>summarize the key points expressed.</li> </ul>	<ul> <li>participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly and persuasively</li> <li>refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>ask and answer question that probe reasoning and claims</li> <li>summarize the key point and evidence discussed.</li> </ul>
	when eng	aging in one or more of the	e following content-specifi	c practices:	
texts with eviden <b>EP5.</b> Build upon the ide	of a range of grade-level comple	ex MP1. Make sense of pro	blems and persevere in	<ul><li>SP4. Analyze and interpret data</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and comp</li></ul>	d design solutions.
L	when engagi	ng in tasks aligned with the	e following Grades 11–12	ELA Standards:	
W.6. Use technology, i arguments or info	•	e, publish, and update individu	ual or shared writing products	in response to ongoing feedback	k, including new
and issues, buildi a. Come to discu research on th b. Work with pee c. Propel convers clarify, verify, d. Respond thou	ng on others' ideas and expressi ssions prepared, having read an e topic or issue to stimulate a th ers to promote civil, democratic sations by posing and respondin or challenge ideas and conclusio	ng their own clearly and persu d researched material under st oughtful, well-reasoned excha discussions and decision-makin g to questions that probe reas ns; and promote divergent an synthesize comments, claims,	asively. cudy; explicitly draw on that p inge of ideas. ng, set clear goals and deadlin oning and evidence; ensure a d creative perspectives. and evidence made on all side	-led) with diverse partners on gra reparation by referring to evider es, and establish individual roles hearing for a full range of position es of an issue; resolve contradict e task.	nce from texts and other as needed. ons on a topic or issue;

# <u>Grades 11-12: Standard 2</u> (w/ELA Correspondences)

		By the end of ea	ch English language pro	ficiency lev	el, an ELL can	
ELP.9-12.3.	Level 1	Level 2	Level 3	Level 4		Level 5
An ELL can speak and write about grade- appropriate complex literary and informational texts and topics	with support (including modeled sentences), • communicate information	<ul> <li>with support (including modeled sentences),</li> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>deliver short oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with a few details</li> </ul>	<ul> <li>compose w texts</li> <li>develop the relevant de examples, i</li> <li>integrate g</li> </ul>	l presentations vritten informational e topic with some etails, concepts, and information raphics or a when useful	<ul> <li>deliver oral presentations</li> <li>compose written informational texts</li> <li>fully develop the topic with relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, or events.	about a varie events.	ty of texts, topics, or	about a variety of texts, topics or events.
	, ,	en engaging in one or mor			tices:	
EP2. Produce clear and	of a range of grade-level co coherent writing in which style are appropriate to the	the development,	<ul> <li>MP1. Make sense of problem persevere in solving the MP6. Attend to precision.</li> </ul>			anations and design solutions. te, and communicate
formatting (e.g b. Develop the to appropriate to c. Use appropriat d. Use precise lan e. Establish and m f. Provide a conc the topic). <b>W.3.</b> Write narratives to a. Engage and orion narrator and/o b. Use narrative to c. Use a variety of sense of myste	bic; organize complex ideas, ., headings), graphics (e.g., pic thoroughly by selecting the audience's knowledge of e and varied transitions and guage, domain-specific voc haintain a formal style and of luding statement or section of develop real or imagined of ent the reader by setting ou r characters; create a smoo echniques, such as dialogue f techniques to sequence ex ry, suspense, growth, or res	A syntax to link the major section abulary, and techniques such a objective tone while attending that follows from and suppor experiences or events using eff at a problem, situation, or obsect th progression of experiences are, pacing, description, reflection vents so that they build on one colution).	ia when useful to aiding comp ant facts, extended definition ons of the text, create cohesi as metaphor, simile, and anal to the norms and conventior ts the information or explana fective technique, well-chose ervation and its significance, e or events. n, and multiple plot lines, to de another to create a coheren	prehension. s, concrete det on, and clarify ogy to manage ns of the discipl tion presented en details, and v establishing on develop experie t whole and bu	the relationships amor the complexity of the line in which they are w l (e.g., articulating impl well-structured event s e or multiple point(s) o ences, events, and/or o illd toward a particular	her information and examples ng complex ideas and concepts. topic. writing. lications or the significance of sequences. of view, and introducing a characters. tone and outcome (e.g., a
e. Provide a concl SL.4. Present information	usion that follows from and on, findings, and supporting	ails, and sensory language to c I reflects on what is experience g evidence, conveying a clear a e organization, development, s	ed, observed, or resolved ove and distinct perspective, such	er the course of that listeners of	the narrative. an follow the line of re	easoning, alternative or

## <u>Grades 11-12: Standard 3</u> (w/ELA Correspondences)

		By the end o	f each Er	nglish language proficienc	y level, an ELL can	
ELP.9-12.4.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence	a familiar topic. familiar topics introduce the to give a reason to the claim provide a conclu- statement. familiar topics introduce the to give a reason to the claim provide a conclu- statement.		a familiar topic.familiar topicsfamiliar topicsde- ral and s and witha familiar topic.introduce the topic • introduce the topic • give a reason to support the claim • provide a concluding statement.• introduce the topic • provide sufficient reasons or facts to support the claim • provide a concluding • provide a concluding		<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> <li>construct a subclassing about a variety of topics</li> <li>introduce the topic</li> <li>provide logically and relevant recounter-claim</li> <li>provide a conclusion</li> </ul>	
	when eng	gaging in one or m	nore of th	e following content-specific	practices:	
organization, and audience. EP3. Construct valid ar reasoning of othe EP5. Build upon the id when working co	eas of others and articulate his	urpose, and tique the or her own ideas	crit	nstruct viable arguments and ique reasoning of others. end to precision.	<ul><li>SP4. Analyze and interpr</li><li>SP7. Engage in argument</li><li>SP8. Obtain, evaluate, ar</li><li>information.</li></ul>	t from evidence.
	when engag	ing in tasks aligne	d with th	e following Grades 11–12 EL	A Standards:	
<ul> <li>a. Introduce precise, that logically sequidation</li> <li>b. Develop claim(s) a manner that antice</li> <li>c. Use words, phrase between reasons</li> <li>d. Establish and maining</li> </ul>	support claims in an analysis of a , knowledgeable claim(s), estable iences claim(s), counterclaims, in and counterclaims fairly and the cipates the audience's knowledge es, and clauses as well as varied and evidence, and between clai intain a formal style and objectivi ing statement or section that for	lish the significance reasons, and evidend proughly, supplying t ge level, concerns, va syntax to link the m m(s) and countercla ve tone while attend	of the clair ce. the most re alues, and p ajor sectio tims. ling to the	n(s), distinguish the claim(s) fro elevant evidence for each while possible biases. Ins of the text, create cohesion, norms and conventions of the d	m alternate or opposing claims pointing out the strengths and and clarify the relationships be	limitations of both in a etween claim(s) and reasons
	findings, and supporting evider es are addressed, and the organ					
	urately general academic and do onstrate independence in gathe					

## <u>Grades 11-12: Standard 4</u> (w/ELA Correspondences)

		By the en	d of each En	glish language proficiend	y level, an ELL can	
ELP.9-12.5.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events.</li> </ul>	sources • summarize c information.	nt and digital data and	<ul> <li>carry out short research projects to answer a question</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>evaluate the reliability of each source</li> <li>integrate information into an organized oral or written report</li> <li>cite sources appropriately.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use advanced search terms effectively</li> <li>evaluate the reliability of each source</li> <li>analyze and integrate information into a clearly organized oral or written text</li> <li>cite sources appropriately.</li> </ul>
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide ideas when working	of a range of grade-level compl knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his	ex texts with ntegrating, or her own	MP1. Make s	e following content-specific ense of problems and ere in solving them.	practices:         SP3. Plan and carry out inv.         SP6. Construct explanation         SP8. Obtain, evaluate, and information.	s and design solutions.
	when engag	ing in tasks ali	gned with the	e following Grades 11–12 El	A Standards:	
<ul> <li>when appropriate; sy</li> <li>W.8. Gather relevant infor terms of the task, pur source and following</li> <li>W.9. Draw evidence from I</li> <li>SL.4. Present information,</li> </ul>	I as more sustained research pr nthesize multiple sources on th mation from multiple authorita rpose, and audience; integrate a standard format for citation. literary or informational texts t findings, and supporting eviden s are addressed, and the organ	ne subject, demo itive print and di information into o support analys nce, conveying a	onstrating unde igital sources, u the text select sis, reflection, a clear and disti	erstanding of the subject under ising advanced searches effecti ively to maintain the flow of id nd research. nct perspective, such that lister	investigation. vely; assess the strengths and I eas, avoiding plagiarism and ov ners can follow the line of reaso	imitations of each source in verreliance on any one oning, alternative or

## <u>Grades 11-12: Standard 5</u> (w/ELA Correspondences)

Grudes 11-12. Standard o (W/LLA correspondences)	Grades 11-12:	Standard 6	(w/ELA Correspondences)
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		By the end of	each En	glish language proficienc	<u>y level,</u>	an ELL can	
ELP.9-12.6.	Level 1	Level 2		Level 3		Level 4	Level 5
An ELL can analyze and critique the arguments of others orally and in writing	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an auth speaker makes</li> <li>identify one reaso author or a speak to support the arg</li> </ul>	on an er gives	<ul> <li>explain the reasons an author or a speaker gives to support a claim</li> <li>cite textual evidence to support the analysis.</li> </ul>	<ul> <li>and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite textual evidence to support the analysis.</li> <li>reasoning a rhetoric in persuasive texts, include documents and literary documents and literary e determine whether the evidence is sufficient to support the claim, and</li> <li>cite textual evidence to support the analysis.</li> </ul>		<ul> <li>analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite specific textual evidence to thoroughly support the analysis.</li> </ul>
	when eng	gaging in one or mo	ore of the	e following content-specific	practice	es:	
organization, and audience. EP3. Construct valid ar of others. EP4. Build and present comparing, and s	d coherent writing in which the style are appropriate to task, p rguments from evidence and cri t knowledge from research by ir ynthesizing ideas from texts. eas of others and articulate his llaboratively.	urpose, and tique the reasoning itegrating,	in <b>MP3.</b> Co	ake sense of problems and pers solving them. onstruct viable arguments and itique reasoning of others.		<ul> <li>SP1. Ask questions a</li> <li>SP6. Construct expla solutions.</li> <li>SP7. Engage in argur</li> <li>SP8. Obtain, evaluat information.</li> </ul>	mations and design ment from evidence.
	when engag	ing in tasks aligned	with the	e following Grades 11–12 El	A Stand	ards:	
majority opinions an <b>W.1b.</b> Develop claim(s) and	Ite the reasoning in seminal U.S d dissents) and the premises, pu d counterclaims fairly and thoro ates the audience's knowledge l	urposes, and argumer ughly, supplying the r	nts in worl	ks of public advocacy (e.g., <i>The</i> vant evidence for each while po	Federalis	t, presidential address	ses).
<b>SL.3.</b> Evaluate a speaker's tone used.	point of view, reasoning, and us	se of evidence and rho	etoric, ass	sessing the stance, premises, lir	nks among	g ideas, word choice, Į	points of emphasis, and
						ng, and listening at th	

		By the end of	f each En	glish language proficie	ncy level, an ELL can	
ELP.9-12.7.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can adapt language choices to purpose, task, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices to task and audience with emerging control</li> <li>use some frequently occurring general academic and content- specific words in conversation and discussion.</li> </ul>		<ul> <li>adapt language choices and style according to purpose, task, and audience with developin ease</li> <li>use an increasing number of general academic and content- specific words and expressions in speech and written text</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>use a wider range of complex general academic and content- specific words and phrases</li> <li>adopt and maintain a formal style in speech</li> </ul>	<ul> <li>adapt language choices and style according to purpose, task, and audience with ease</li> <li>use a wide variety of complex general academic and content- specific words and phrases</li> <li>employ both formal and more informal styles effectively, as appropriate.</li> </ul>
	when eng	aging in one or m	ore of the	e following content-speci	fic practices:	
organization, and audience.	d coherent writing in which the o d style are appropriate to the tas stures to communicate context-s	k, purpose, and	MP6. Att		<ul><li>SP1. Ask questions and define p</li><li>SP6. Construct explanations and</li><li>SP8. Obtain, evaluate, and commission</li></ul>	design solutions.
	when engagi	ing in tasks aligned	d with the	e following Grades 11–12	ELA Standards:	
purpose and audie	then writing as needed by plann nce. variety of contexts and tasks, der		-			ost significant for a specific
<b>L.6.</b> Acquire and use ac	variety of contexts and tasks, der curately general academic and d monstrate independence in gath	omain-specific word	s and phra	ses, sufficient for reading, w	riting, speaking, and listening at	-

## <u>Grades 11-12: Standard 7</u> (w/ELA Correspondences)

## <u>Grades 11-12: Standard 8</u> (w/ELA Correspondences)

		By the end of e	ach Eng	glish language proficien	cy level, an ELL can	
ELP.9-12.8.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text	<ul> <li>relying heavily on context, visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul>	<ul> <li>using context, visua reference materials knowledge of morp in their native langu</li> <li>determine the me of frequently occu words, phrases, a expressions</li> </ul>	, and hology lage, eaning urring	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions	<ul> <li>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</li> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions</li> </ul>
	in texts about familiar topics, experiences, or events.	in texts about famil topics, experiences, events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
	when engagi	ng in one or more o	of the fo	llowing content-specific p	ractices:	
<b>EP1.</b> Support analyses of a rang <b>EP6.</b> Use English structures to c				e sense of problems and evere in solving them.	<ul><li>SP1. Ask questions and defi</li><li>SP8. Obtain, evaluate, and o</li></ul>	
	when engaging i	in tasks aligned wit	h the fo	llowing Grades 11–12 ELA	Standards:	
word choices on meaning a	words and phrases as they are nnotative meanings; analyze t and tone, including words with y fresh, engaging, or beautiful	he impact of specific n multiple meanings o	R	including figurative, connuses and refines the mea	of words and phrases as they a lotative, and technical meaning ning of a key term or terms ov es faction in Federalist No. 10)	gs; analyze how an author er the course of a text
strategies. a. Use context (e.g., the or b. Identify and correctly us c. Consult general and spe or clarify its precise mea d. Verify the preliminary d L.5. Demonstrate understandir a. Interpret figures of spec	verall meaning of a sentence, j se patterns of word changes th ccialized reference materials ( aning, its part of speech, its et etermination of the meaning of	paragraph, or text; a v nat indicate different e.g., dictionaries, gloss ymology, or its standa of a word or phrase (e d relationships, and no in context and analyz	word's po meaning saries, th ard usage e.g., by ch uances in	osition or function in a senten s or parts of speech (e.g., <i>con</i> esauruses), both print and dig e. necking the inferred meaning word meanings.	ding and content, choosing flex ce) as a clue to the meaning or ceive, conception, conceivable gital, to find the pronunciation in context or in a dictionary).	f a word or phrase. ).

			By the end of eac	h English language profic	iency level, an ELL can	
ELP.9	-12.9.	Level 1	Level 2	Level 3	Level 4	Level 5
creat cohe appro	L can e clear and rent grade- opriate speech ext	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a short sequence of events in order, and</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas (e.g., <i>first, next, because</i>)</li> </ul>	<ul> <li>recount a sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement</li> </ul>	<ul> <li>recount a complex and detailed sequence of event or steps in a process, with an effective sequential or chronological order</li> <li>introduce and effectively develop an informational topic with facts, details, an evidence</li> <li>use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>
		with limited control.	with emerging control.	with developing control.	with increasingly independent control.	
		when	engaging in one or more o	of the following content-spe	cific practices:	
	development, o	nd coherent writing in which rganization, and style are task, purpose, and audience.	them.	of problems and persevere in so ble arguments and critique rea	SP8. Obtain, evaluate	
L		when eng	aging in tasks aligned wit	h the following Grades 11–1	L2 ELA Standards:	
W.20 W.30 W.4.	<ul> <li>between reasons an</li> <li>Use appropriate an</li> <li>Use a variety of tec of mystery, suspens</li> <li>Produce clear and of</li> <li>Present information opposing perspective</li> </ul>	nd evidence, and between cl d varied transitions and synt hniques to sequence events se, growth, or resolution). coherent writing in which the n, findings, and supporting ev	aim(s) and counterclaims. ax to link the major sections of so that they build on one and e development, organization, vidence, conveying a clear and	of the text, create cohesion, and other to create a coherent whole and style are appropriate to tas d distinct perspective, such that	on, and clarify the relationships b d clarify the relationships among e and build toward a particular to sk, purpose, and audience. t listeners can follow the line of r ate to purpose, audience, and a r	complex ideas and concepts. one and outcome (e.g., a sense easoning, alternative or
SL.4.	Present information opposing perspection tasks.	n, findings, and supporting even are addressed, and the o	vidence, conveying a clear and rganization, development, su	d distinct perspective, such that	t listeners can follow the line of r ate to purpose, audience, and a r	

## <u>Grades 11-12: Standard 9</u> (w/ELA Correspondences)

		By the end of	each En	glish language proficie	ncy level, an ELL can	
ELP.9-12.10.	Level 1	Level 2		Level 3	Level 4	Level 5
An ELL can	with support (including modeled sentences),	with support (inclu modeled sentences	-	with support (including modeled sentences),		
make accurate use of standard English to communicate in grade-appropriate speech and writing	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>use frequently or verbs, nouns, adj adverbs, preposit and conjunctions</li> <li>produce simple a compound sente</li> </ul>	ectives, tions, and	<ul> <li>use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)</li> <li>use simple clauses (e.g., independent, dependent, relative, adverbial)</li> <li>produce and expand simple, compound and a few complex sentences.</li> </ul>	<ul> <li>use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use complex phrases an clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>
	when eng	aging in one or mo	ore of the	e following content-specif	ic practices:	
organization, and audience.	d coherent writing in which the style are appropriate to task, p tures to communicate context-	ourpose, and	MP6. At	tend to precision. S	P8. Obtain, evaluate, and comr	nunicate information.
	when engagi	ng in tasks aligned	with the	e following Grades 11–12	ELA Standards:	
<ul> <li>a. Apply the underst</li> <li>b. Resolve issues of a needed.</li> </ul>	language to understand how la	of convention, can char onsulting references (	ange over (e.g. <i>, Meri</i>	time, and is sometimes cont riam-Webster's Dictionary of	ested. English Usage, Garner's Modern noices for meaning or style, and t	

## **Grades 11-12: Standard 10** (w/ELA Correspondences)

#### Grade 11-12 Literacy Standards Matrix

Use the **Grade 11-12 Literacy Standards Matrix** to identify a CCSS for Literacy Standard and its corresponding ELP Standard. Click on the ELP Standard number to go to the standard within this document. The reference codes for Literacy Standards are a simplified version of those used in the CCSS documents; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

		CCSS	Literacy Stan	dards	CCSS ELA	Standards
	ELP Standards	RH	RST	WST	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
<u>4</u>	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
<u>6</u>	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
Z	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
<u>8</u>	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4,6	
<u>10</u>	make accurate use of standard English to communicate in grade- appropriate speech and writing					1, 3

#### Legend for Domains

RH	Reading in History/Social Studies	SL	Speaking and Listening
RST	Reading in Science and Technical Subjects	L	Language
WST	Writing in History/Social Studies, Science ar	nd Tecl	hnical Subjects

	By the end of each En	glish language proficie	lish language proficiency level, an ELL can				
Level 1	Level 2	Level 3	Level 4	Level 5			
use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:			
<ul> <li>identify a few key words and phrases in oral communications and simple oral and written texts.</li> </ul>	<ul> <li>identify the main topic</li> <li>retell a few key details in oral presentations and simple oral and written texts.</li> </ul>	texts	written texts	<ul> <li>determine central ideas or themes in presentations and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from the texts to support the analysis</li> <li>summarize a text.</li> </ul>			
when eng	aging in one or more of the	following content-specif	ic practices:				
nents from evidence and critique owledge from research by integ	ue the reasoning of others. grating, comparing, and synthes	sizing ideas from texts.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.			
when engaging in tasks	aligned with the following	Grades 11–12 Literacy in	Content Area Standards:				
gained from specific details to ral ideas or information of a pri summary that makes clear the planations for actions or events	an understanding of the text as mary or secondary source; relationships among the key and determine which	RST.1 Cite specific technical texts and to any gap RST.2 Determine the complex conce paraphrasing to RST.3 Follow precise experiments, to	extual evidence to support analysis, attending to important distinctions or inconsistencies in the account e central ideas or conclusions of a cepts, processes, or information pr them in simpler but still accurate ly a complex multistep procedure	ons the author makes nt. text; summarize esented in a text by terms. when carrying out ing technical tasks;			
	use a very limited set of strategies to: <ul> <li>identify a few key words and phrases in oral communications and simple oral and written texts.</li> </ul> when enged and written texts. when enged and critique of grade-level complexities from evidence and critique of others and articulate his or her source and articulate his or her engaging in tasks evidence to support analysis of gained from specific details to a ral ideas or information of a prisummary that makes clear the planations for actions or events cords with textual evidence, actions or events cords with textual evidence	Level 1       Level 2         use a very limited set of strategies to:       use an emerging set of strategies to:         • identify a few key words and phrases in oral communications and simple oral and written texts.       • identify the main topic         • retell a few key details in oral presentations and simple oral and written texts.       • retell a few key details in oral presentations and simple oral and written texts.         when engaging in one or more of the reasoning of grade-level complex texts with evidence.       • when engaging in one or more of the reasoning of others.         wweldge from research by integrating, comparing, and synthes of others and articulate his or her own ideas when working comparing and synthes of others and articulate his or her own ideas when working comparing and synthes of others and articulate his or her own ideas when working comparing the text as the relationships among the key blanations for actions or events and determine which cords with textual evidence, acknowledging where the text	Level 1       Level 2       Level 3         use a very limited set of strategies to:       use an emerging set of strategies to:       use a developing set of strategies to:         • identify a few key words and phrases in oral communications and simple oral and written texts.       • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.       • determine the central idea or theme in oral presentations and written texts         • when engaging in one or more of the following content-specific range of grade-level complex texts with evidence. bents from evidence and critique the reasoning of others. bwledge from research by integrating, comparing, and synthesizing ideas from texts. of others and articulate his or her own ideas when working collaboratively.       Image: Science/Technical Sub Science/Technical Sub evidence to support analysis of primary and secondary sources, gained from specific details to an understanding of the text as a ral ideas or information of a primary or secondary source; summary that makes clear the relationships among the key anal tions for actions or events and determine which cords with textual evidence, acknowledging where the text       RST.3       Follow precise experiments, fore	use a very limited set of strategies to:       use an emerging set of strategies to:       use a developing set of strategies to:       use an increasing range of strategies to:         • identify the main topic and phrases in oral communications and simple oral and written texts.       • identify the main topic oral presentations and simple oral and written texts.       • determine the central idea or theme in oral presentations and written texts       • determine the central ideas or themes in oral presentations and written texts         • texts.       • identify the main topic oral presentations and simple oral and written texts.       • determine the central ideas or themes in oral presentations and written texts       • determine the central ideas or themes in oral presentations and written texts         • texts.       • explain how the theme is developed by specific details in the texts       • analyze the development of the themes/ideas         • cite specific details and evidence from the texts soupport the analysis       • cite specific practices:         range of grade-level complex texts with evidence. ents from evidence and critique the reasoning of others. sof others and articulate his or her own ideas when working collaboratively.       MP1. Make sense of problems and persevere in solving them.         when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards: summary that makes clear the relationships among the key ulanations for actions or events and determine which ords with textual evidence, acknowledging where the text       Science/Technical Subjects         RST.3       Follow precisely a complex multistep proc			

# <u>Grades 11-12: Standard 1</u> (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can						
ELP.9-12.2.	Level 1	Level 2	Level 3	Level 4	Level 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	<ul> <li>participate in short conversational and written exchanges on familiar topics</li> <li>present information</li> <li>respond to simple yes/no questions and some wh- questions.</li> </ul>	<ul> <li>participate in short conversational and written exchanges on familiar topics and texts</li> <li>present information and ideas</li> <li>respond to simple questions and wh- questions.</li> </ul>	<ul> <li>participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas</li> <li>ask and answer relevant questions</li> <li>add relevant information and evidence</li> <li>restate some of the key ideas expressed.</li> </ul>	specific and relevant	<ul> <li>participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues</li> <li>build on the ideas of others</li> <li>express his or her own ideas clearly and persuasively</li> <li>refer to specific and relevant evidence from texts or research to support his or her ideas</li> <li>ask and answer question that probe reasoning and claims</li> <li>summarize the key point and evidence discussed.</li> </ul>		
	when eng	aging in one or more of the	e following content-specif	fic practices:			
<ul> <li>EP1. Support analyses of a range of grade-level complex texts with evidence.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> <li>MP6. Attend to precision</li> </ul>		blems and persevere in	<ul> <li>SP4. Analyze and interpret data.</li> <li>SP6. Construct explanations and design solutions.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>				
	when engaging in tasks	aligned with the following	g Grades 11–12 Literacy in	Content Area Standards:			
WHST.6 Use technology, arguments or inf	including the Internet, to produ			cts in response to ongoing feedba	ck, including new		
and issues, building a. Come to discu research on th b. Work with pee c. Propel conver clarify, verify, d. Respond thou determine wh	on others' ideas and expressin ssions prepared, having read ar le topic or issue to stimulate a t ers to promote civil, democratic sations by posing and respondir or challenge ideas and conclusio	g their own clearly and persua d researched material under s noughtful, well-reasoned exch discussions and decision-mak g to questions that probe reasons; and promote divergent ar synthesize comments, claims earch is required to deepen th	sively. study; explicitly draw on that ange of ideas. ing, set clear goals and deadli soning and evidence; ensure ad creative perspectives. , and evidence made on all si	-led) with diverse partners on grad preparation by referring to evide ines, and establish individual role a hearing for a full range of positi des of an issue; resolve contradic the task.	nce from texts and other s as needed. ons on a topic or issue;		

# <u>Grades 11-12: Standard 2</u> (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
ELP.9-12.3.	Level 1	Level 2	Level 3	Level 4	Level 5			
An ELL can	modeled sentences), mo		with support (including with support (including modeled sentences), modeled sentences),		<ul> <li>deliver oral presentation</li> <li>compose written informational texts</li> </ul>			
speak and write about grade-appropriate complex literary and informational texts and topics	<ul> <li>communicate information</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written narratives or informational texts</li> </ul>	<ul> <li>deliver short oral presentations</li> <li>compose written informational texts</li> <li>develop the topic with a few details</li> </ul>	<ul> <li>informational texts</li> <li>develop the topic with some relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>	<ul> <li>fully develop the topic with relevant details, concepts, examples, and information</li> <li>integrate graphics or multimedia when useful</li> </ul>			
	about familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, or events.	about a variety of texts, topics, or events.	about a variety of texts, topics, or events.			
	when eng	gaging in one or more of the	e following content-specific	practices:				
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.		them. <b>MP6.</b> Attend to precision.		SP8. Obtain, evaluate, and co				
	when engaging in tasks	s aligned with the following	g Grades 11–12 Literacy in C	Content Area Standards:				
<ul> <li>a. Introduce a to include forma</li> <li>b. Develop the to examples app</li> <li>c. Use varied tra concepts.</li> <li>d. Use precise la knowledgeabl</li> </ul>	e/explanatory texts, including the opic and organize complex ideas tting (e.g., headings), graphics ( opic thoroughly by selecting the ropriate to the audience's known nsitions and sentence structure inguage, domain-specific vocabu e stance in a style that respond cluding statement or section that	, concepts, and information so e.g., figures, tables), and multi e most significant and relevant vledge of the topic. es to link the major sections of ulary and techniques such as m s to the discipline and context	that each new element builds media when useful to aiding co facts, extended definitions, con the text, create cohesion, and o retaphor, simile, and analogy to as well as to the expertise of lil	on that which precedes it to cro omprehension. Increte details, quotations, or ot clarify the relationships among o manage the complexity of the kely readers.	her information and complex ideas and topic; convey a			
opposing perspectiv	, findings, and supporting evide es are addressed, and the orga				-			
tasks.								

## <u>Grades 11-12: Standard 3</u> (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
ELP.9-12.4.	Level 1	Level 2		Level 3	Level 4	Level 5		
An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence	<ul> <li>express an opinion about a familiar topic.</li> </ul>	<ul> <li>construct a claim ab familiar topics</li> <li>introduce the topic</li> <li>give a reason to sup the claim</li> <li>provide a concludin statement.</li> </ul>	port	<ul> <li>construct a claim about familiar topics</li> <li>introduce the topic</li> <li>provide sufficient reasons or facts to support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a claim about a variety of topics</li> <li>introduce the topic</li> <li>provide logically ordered reasons or facts that effectively support the claim</li> <li>provide a concluding statement.</li> </ul>	<ul> <li>construct a substantive claim about a variety of topics</li> <li>introduce the claim</li> <li>distinguish it from a counter- claim</li> <li>provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim</li> <li>provide a conclusion that summarizes the argument presented.</li> </ul>		
	when	engaging in one or m	ore of	the following content-spec	ific practices:			
<ul> <li>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>EP3. Construct valid arguments from evidence and critique the reasoning of others.</li> <li>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</li> <li>EP6. Use English structures to communicate context-specific messages.</li> </ul>			Construct viable arguments and critique reasoning of others. Attend to precision.	SP7. Engage in argun	<ul> <li>SP4. Analyze and interpret data.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>			
		-	follow	ving Grades 11–12 Literacy i	n Content Area Standards:			
<ul> <li>a. Introduce pr organization</li> <li>b. Develop clai both claim(s</li> <li>c. Use words, p reasons, bet</li> <li>d. Establish and</li> </ul>	that logically sequences the m(s) and counterclaims fairly ) and counterclaims in a disc phrases, and clauses as well ween reasons and evidence,	s), establish the signific e claim(s), counterclaims y and thoroughly, suppl cipline-appropriate form as varied syntax to link t , and between claim(s) a d objective tone while a	s, reaso ying the h that an the maj and cou ttendin	e most relevant data and evider nticipates the audience's knowl or sections of the text, create c nterclaims. g to the norms and conventions	nce for each while pointing out edge level, concerns, values, a ohesion, and clarify the relatio	the strengths and limitations of nd possible biases. nships between claim(s) and		
opposing perspectiv tasks.	ves are addressed, and the o	rganization, developme	nt, sub	distinct perspective, such that I stance, and style are appropriat	e to purpose, audience, and a	range of formal and informal		
readiness level; dem		athering vocabulary kno	wledge	nrases, sufficient for reading, wi when considering a word or ph				

## <u>Grades 11-12: Standard 4</u> (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can					
ELP.9-12.5.	Level 1	Level 2	Level 3	Level 4	Level 5	
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems	<ul> <li>gather information from a few provided print and digital sources</li> <li>label collected information, experiences, or events.</li> </ul>	<ul> <li>gather information from provided print and digital sources</li> <li>summarize data and information.</li> </ul>	<ul> <li>projects to answer a question</li> <li>gather information from multiple provided print and digital sources</li> <li>evaluate the reliability of each source</li> <li>paraphrase key information in a short written or oral report</li> <li>include illustrations, diagrams, or other graphics</li> <li>provide a list of sources.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use search terms effectively</li> <li>evaluate the reliability of each source</li> <li>integrate information into an organized oral or written report</li> <li>cite sources appropriately.</li> </ul>	<ul> <li>carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>gather and synthesize information from multiple print and digital sources</li> <li>use advanced search terms effectively</li> <li>evaluate the reliability of each source</li> <li>analyze and integrate information into a clearly organized oral or written text</li> <li>cite sources appropriately.</li> </ul>	
ED4 Conservations have			of the following content-speci			
evidence. EP4. Build and present comparing, and sy EP5. Build upon the ide when working coll	of a range of grade-level comp knowledge from research by i rnthesizing ideas from texts. eas of others and articulate his laboratively. ures to communicate context-	ntegrating, or her own ideas	<ol> <li>Make sense of problems and persevere in solving them.</li> </ol>	<ul> <li>SP3. Plan and carry out in</li> <li>SP6. Construct explanatio</li> <li>SP8. Obtain, evaluate, and information.</li> </ul>	ns and design solutions.	
	when engaging in task	ks aligned with the foll	owing Grades 11–12 Literacy in	Content Area Standards:		
when appropriat WHST.8 Gather relevant i source in terms o overreliance on a WHST.9 Draw evidence fr SL.4* Present information,	e; synthesize multiple sources information from multiple aut of the specific task, purpose, a any one source and following a rom informational texts to sup , findings, and supporting evid	on the subject, demonst horitative print and digita nd audience; integrate int a standard format for cita port analysis, reflection, a ence, conveying a clear a		under investigation. effectively; assess the strengths o maintain the flow of ideas, avo steners can follow the line of rea	and limitations of each oiding plagiarism and asoning, alternative or	

# <u>Grades 11-12: Standard 5</u> (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of	each Er	glish language proficienc	y level	, an ELL can	
ELP.9-12.6.	Level 1	Level 2		Level 3		Level 4	Level 5
An ELL can analyze and critique the arguments of others orally and in writing	<ul> <li>identify a point an author or a speaker makes.</li> </ul>	<ul> <li>identify the main argument an author or speaker makes</li> <li>identify one reason an author or a speaker give to support the argument</li> </ul>		to support a claim • cite textual evidence to support the analysis.		vze the reasoning use of rhetoric in uasive texts or ches, including ments of historical iterary significance, rmine whether the ence is sufficient to ort the claim, and extual evidence to ort the analysis.	<ul> <li>analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,</li> <li>determine whether the evidence is sufficient to support the claim, and</li> <li>cite specific textual evidence to thoroughly support the analysis.</li> </ul>
	when eng	gaging in one or mo	ore of the	e following content-specific	practic	es:	• • •
organization, and audience. EP3. Construct valid ar of others. EP4. Build and present comparing, and sy EP5. Build upon the ide	ict valid arguments from evidence and critique the reasoning		in <b>MP3.</b> Co	ake sense of problems and pers solving them. Instruct viable arguments and tique reasoning of others.	severe	<ul> <li>SP1. Ask questions and define problems.</li> <li>SP6. Construct explanations and design solutions.</li> <li>SP7. Engage in argument from evidence.</li> <li>SP8. Obtain, evaluate, and communicate information.</li> </ul>	
	when engaging in tasks	s aligned with the f	following	Grades 11–12 Literacy in C	ontent	Area Standards:	
	s premises, claims, and evidence with other information.	e by corroborating	<b>RST.8</b> Ev	<b>/Technical Studies</b> valuate the hypotheses, data, a verifying the data when possible ources of information.			
both claim(s) an <b>SL.3*</b> Evaluate a speaker's	s) and counterclaims fairly and t nd counterclaims in a discipline s point of view, reasoning, and u	-appropriate form that	at anticipa	tes the audience's knowledge l	level, cor	ncerns, values, and pos	ssible biases.
readiness level; demo	rately general academic and do onstrate independence in gathe cy in history/social studies and s	ring vocabulary know	vledge wh				

# <u>Grades 11-12: Standard 6</u> (w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can						
ELP.9-12.7.	Level 1	Level 2		Level 3	Level 4	Level 5	
An ELL can adapt language choices to purpose, cask, and audience when speaking and writing	<ul> <li>recognize the meaning of some words learned through conversations, reading, and being read to.</li> </ul>	<ul> <li>adapt language choices to task and audience with emerging control</li> <li>use some frequently occurring general academic and content- specific words in conversation and discussion.</li> </ul>		<ul> <li>adapt language choices and style according to purpose, task, and audience with developin ease</li> <li>use an increasing number of general academic and content- specific words and expressions in speech and written text</li> <li>show developing control of style and tone in oral or written text.</li> </ul>	<ul> <li>use a wider range of complex general academic and content- specific words and phrases</li> <li>adopt and maintain a formal style in speech</li> </ul>	<ul> <li>adapt language choice. and style according to purpose, task, and audience with ease</li> <li>use a wide variety of complex general academic and content- specific words and phrases</li> <li>employ both formal an more informal styles effectively, as appropriate.</li> </ul>	
	-			e following content-speci			
organization, and audience.	d coherent writing in which the of style are appropriate to the tas tures to communicate context-s	k, purpose, and	MP6. Att	5	<ul><li><b>5P1.</b> Ask questions and define p</li><li><b>5P6.</b> Construct explanations and</li><li><b>5P8.</b> Obtain, evaluate, and comp</li></ul>	d design solutions.	
	when engaging in tasks	aligned with the	following	Grades 11–12 Literacy ir	Content Area Standards:		
specific purpos	rengthen writing as needed by pl e and audience. variety of contexts and tasks, de		-			is most significant for a	
-	ccurately general academic and emonstrate independence in gat					-	
1							

# **<u>Grades 11-12: Standard 7</u>** (w/Literacy in <u>Content Area</u> Correspondences)

Level 1	Level 2				
	Level 2		Level 3	Level 4	Level 5
relying heavily on context, visual aids, and knowledge of morphology in their native language,	reference materials, and knowledge of morphology in their native language,		using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,	using context, complex visual aids, reference materials, and consistent knowledge of English morphology,
<ul> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> </ul>	<ul> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> </ul>		<ul> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions</li> </ul>	<ul> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions</li> </ul>
in texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events.		in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
when engagir	ng in one or mor	e of the fo	llowing content-specific p	ractices:	
				<ul><li>SP1. Ask questions and defining</li><li>SP8. Obtain, evaluate, and control</li></ul>	•
hen engaging in tasks ali	gned with the fo	llowing Gr	rades 11–12 Literacy in Cor	ntent Area Standards:	
author uses and refines the r g., how Madison defines fact eaning of unknown and multi	meaning of a key t tion in Federalist N ple-meaning word	R erm Io. 10). Is and phras	ST.4 Determine the meaning words and phrases as th relevant to grades 11–12 ses based on grades 11–12 rea	ey are used in a specific scient 2 texts and topics. ding and content, choosing fle	ific or technical context initial states a state of
se patterns of word changes cialized reference materials aning, its part of speech, its e etermination of the meaning of figurative language, word h (e.g., hyperbole, paradox) i	that indicate differ (e.g., dictionaries, tymology, or its st of a word or phra relationships, and in context and ana	rent meanir glossaries, f andard usa ise (e.g., by I nuances ir	ngs or parts of speech (e.g., co thesauruses), both print and d ge. checking the inferred meaning n word meanings.	nceive, conception, conceivab igital, to find the pronunciatio	le). n of a word or determine
	<ul> <li>visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>in texts about familiar topics, experiences, or events.</li> <li>when engagir of grade-level complex texts municate context-specific reference materials and refines the regulation of grade-level complex texts and there are and phrases as they are author uses and refines the regulation of grade phrases as they are author uses and refines the regulation of the meaning of a sentence, see patterns of word changes cialized reference materials aning, its part of speech, its e etermination of the meaning of figurative language, word h (e.g., hyperbole, paradox)</li> </ul>	<ul> <li>visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>determine the of frequently owords, phrases expressions</li> <li>in texts about familiar topics, experiences, or events.</li> <li>when engaging in one or mor of grade-level complex texts with evidence. Inmunicate context-specific messages</li> <li>when engaging in one or mor of grade level complex texts with evidence. Inmunicate context-specific messages</li> <li>when engaging of a sentence, paragraph, or texts author uses and refines the meaning of a key t g., how Madison defines faction in Federalist N exaning of unknown and multiple-meaning word verall meaning of a sentence, paragraph, or texts epatterns of word changes that indicate difference materials (e.g., dictionaries, aning, its part of speech, its etymology, or its st etermination of the meaning of a word or phraoof figurative language, word relationships, and</li> </ul>	<ul> <li>visual aids, and knowledge of morphology in their native language,</li> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>determine the meaning of frequently occurring words, phrases, and expressions</li> <li>in texts about familiar topics, experiences, or events.</li> <li>when engaging in one or more of the fc of grade-level complex texts with evidence. municate context-specific messages</li> <li>when engaging in one or more of the fc of grade-level complex texts with evidence. municate context-specific messages</li> <li>when engaging in a text, author uses and refines the meaning of a key term g., how Madison defines faction in Federalist No. 10).</li> <li>eaning of unknown and multiple-meaning words and phrases as they are used in a text, author uses and refines the meaning of a key term g., how Madison defines faction in Federalist No. 10).</li> <li>eaning of unknown and multiple-meaning words and phrase that indicate different meaning cialized reference materials (e.g., dictionaries, glossaries, and etermination of the meaning of a word or phrase (e.g., by of figurative language, word relationships, and nuances ir h (e.g., hyperbole, paradox) in context and analyze their reference</li> </ul>	<ul> <li>visual aids, and knowledge of morphology in their native language, and a developing in their native language, in texts about familiar topics, experiences, or events.</li> <li>when engaging in one or more of the following content-specific prof grade-level complex texts with evidence. Informational Text municate context-specific messages in solving them.</li> <li>words and phrases as they are used in a text, author uses and refines the meaning of a key term g., how Madison defines faction in Federalist No. 10).</li> <li>aning of unknown and multiple-meaning words and phrases based on grades 11–12 reaverall meaning of a sentence, paragraph, or text; a word's position or function in a senter se patterns of word changes that indicate different meanings or parts of speech (e.g., dictionaries, glossaries, thesauruses), both print and daning, its part of speech, its etymology, or its standard usage.</li> <li>etermination of the meaning of a word or phrase (e.g., by checking the inferred meaning of figurative language, word relationships, and nuances in word meanings. h (e.g., hyperbole, paradox) in context and analyze their role in the text.</li> </ul>	<ul> <li>visual aids, and knowledge of morphology in their native language,</li> <li>reference materials, and knowledge of morphology in their native language,</li> <li>efference materials, and and a developing morphology (e.g., affixes and root words),</li> <li>etermine the meaning of a few frequently occurring words, simple phrases, and formulaic expressions</li> <li>etermine the meaning of frequently occurring words, phrases, and phrases, and formulaic expressions</li> <li>in texts about familiar topics, experiences, or events.</li> <li>in texts about familiar topics, experiences, or events.</li> <li>when engaging in one or more of the following content-specific practices:</li> <li>of grade-level complex texts with evidence. for and phrases as they are used in a text, author uses and refines the meaning of a key term g, how Madison defines faction in Federalist No. 10).</li> <li>mang of unknown and multiple-meaning of a key term g, how Madison defines faction in Federalist No. 10).</li> <li>mang of unknown and multiple-meaning of a word or phrases (e.g., by checking the inferred meaning of a word or phrase (e.g., by checking the inferred meaning in conceivab and phrases as they are used in a text, author uses and refines the meaning of a key term g, how Madison defines faction in Federalist No. 10).</li> <li>terming of unknown and multiple-meaning words and phrases based on grades 11–12 texts and topics.</li> <li>there engaging in tasks aligned with the following conceivab based on grades 11–12 reading and content, choosing fle verall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning e patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, c</li></ul>

# **<u>Grades 11-12: Standard 8</u>** (w/Literacy in <u>Content Area</u> Correspondences)

		By the end of each E	nglish language proficie	ncy level, an ELL can	
ELP.9-12.9.	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can create clear and coherent grade- appropriate speech and text	<ul> <li>with support (including context and visual aids) and non-verbal communication,</li> <li>communicate basic information about an event or topic</li> <li>use a narrow range of vocabulary and syntactically simple sentences</li> </ul>	<ul> <li>with support (including modeled sentences),</li> <li>recount a short sequence of events in order, and</li> <li>introduce an informational topic</li> <li>provide one or two facts about the topic</li> <li>use common linking words to connect events and ideas (e.g., <i>first, next, because</i>)</li> </ul>	<ul> <li>recount a sequence of events, with a beginning, middle, and end</li> <li>introduce and develop an informational topic with facts and details</li> <li>use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result)</li> <li>provide a conclusion</li> </ul>	<ul> <li>recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> <li>introduce and develop an informational topic with facts, details, and evidence</li> <li>use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas</li> <li>provide a concluding section or statement</li> </ul>	<ul> <li>recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order</li> <li>introduce and effectivel develop an informationa topic with facts, details, and evidence</li> <li>use complex and varied transitions to link the major sections of text and speech and to clarif relationships among events and ideas</li> <li>provide a concluding section or statement.</li> </ul>
	with limited control.	with emerging control.	with developing control.	with increasingly independent control.	section of statement.
	when e	ngaging in one or more of th	e following content-speci		
development, c	nd coherent writing in which t organization, and style are task, purpose, and audience.	the <b>MP1.</b> Make sense of pr them.	oblems and persevere in solv arguments and critique reaso	ing SP7. Engage in argumen SP8. Obtain, evaluate, a	
	when engaging in ta	sks aligned with the followin	g Grades 11–12 Literacy in	Content Area Standards:	
reasons, betwee WHST.2c Use varied tran WHST.4 Produce clear a SL.4* Present information opposing perspectitasks.	en reasons and evidence, and sitions and sentence structure nd coherent writing in which t n, findings, and supporting evi ves are addressed, and the or	between claim(s) and counterclass to link the major sections of the development, organization, a dence, conveying a clear and disganization, development, substa	aims. e text, create cohesion, and c and style are appropriate to ta tinct perspective, such that lin nce, and style are appropriate	steners can follow the line of reas e to purpose, audience, and a rang	mplex ideas and concepts. oning, alternative or
<b>SL.6.</b> Adapt speech to a v	variety of contexts and tasks, o	demonstrating a command of for	rmal English when indicated o	r appropriate.	
* Strongly applies to litera	acy in history/social studies ar	d science/technical subjects			

Grades 11-12: Standard	(w/Literacy in <u>Content Area</u> Correspondences)

	By the end of each English language proficiency level, an ELL can							
.P.9-12.10.	Level 1	Level 2	Level 3	Level 4	Level 5			
n ELL can	with support (including modeled sentences),	with support (including modeled sentences),	with support (including modeled sentences),					
ake accurate use of andard English to ommunicate in rade-appropriate beech and riting	<ul> <li>recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions</li> <li>understand and respond to simple questions.</li> </ul>	<ul> <li>use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions</li> <li>produce simple and compound sentences.</li> </ul>	<ul> <li>use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)</li> <li>use simple clauses (e.g., independent, dependent, relative, adverbial)</li> <li>produce and expand simple, compound and a few complex sentences.</li> </ul>	<ul> <li>use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)</li> <li>use increasingly complex clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>	<ul> <li>use complex phrases and clauses</li> <li>produce and expand simple, compound, and complex sentences.</li> </ul>			
	when eng	aging in one or more of th	e following content-specific	practices:				
organization, and audience.	I coherent writing in which the style are appropriate to task, p tures to communicate context-	specific messages.		8. Obtain, evaluate, and comr	nunicate information.			
a. Apply the unde	nmand of the conventions of st erstanding that usage is a matter	andard English grammar and er of convention, can change	g Grades 11–12 Literacy in C usage when writing or speaking over time, and is sometimes co Merriam-Webster's Dictionary o	g. ntested.	lern American Usage) as			

# **Grades 11-12:** Standard 10 (w/Literacy in Content Area Correspondences)

#### Glossary

**Cognate**: A word that has the same linguistic derivation as another; from the same original word or root. Examples of cognates in Indo-European languages are the words *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), etc., derived from the Proto-Indo-European (PIE) \**nók*<sup>w</sup>ts, "night"; the Hebrew **Directore Selection**, the Arabic مال *salām*, and the Amharic *selam* ("peace") are also cognates, derived from Proto-Semitic \**šalām*-.

**False cognates** are words that are commonly thought to be related (have a common origin), but that linguistic examination reveals are unrelated. The words *embarrassed* (self-conscious, humiliated) in English and *embarazada* (pregnant) in Spanish are examples of false cognates.

**Coherence:** A central, main theme or topic maintained across multiple sentences. One test of coherence is that sentences cannot be reordered without changing meaning.

**Cohesion:** Intra- and inter-sentence language connections made by using cohesive devices (e.g., pronoun or synonym replacement, logical connectors, conclusions that refer to prior content).

**Collocation**: The grouping of two or more words together with a frequency greater than chance. Such terms as "crystal clear," "middle management," "nuclear family," and "cosmetic surgery" are examples of collocated pairs of words.

**Content-specific:** Specific to a given discipline, content area, domain, or subject area. (Within the literature and among researchers, the term "discipline-specific" is more commonly used.) CCSSO (2012) defines it as "the language used, orally or in writing, to communicate ideas, concepts, and information or to engage in activities in particular subject areas (e.g., science)" (p. 107).

**Context:** This term is derived from Latin, meaning "a joining together" of external sources of information (schemas) with internal concepts (e.g., memories). It is also defined as a frame (e.g., background information, schema) that surrounds an event being examined and provides resources for appropriate interpretation (Duranti & Goodwin, 1992). As Fillmore observed, "When you pick up a word, you drag along with it a whole scene" (Fillmore, 1975, p. 114). Cummins (2000) describes effects of context on communication:

- **Context-embedded communication:** Participants can actively negotiate meaning (e.g., by providing feedback that the message has not been understood), and the language is supported by a wide range of meaningful interpersonal and situational cues.
- **Context-reduced communication**: Participants rely primarily on linguistic cues to meaning, and thus, successful interpretation of the message depends heavily on knowledge of the language itself. (p. 68)

**Control:** As used in the ELP Standards, refers to the degree to which a student may use a particular form with stability and precision. For example, independent control occurs when "In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see **Linking words**], and their explanations require little effort from a listener to understand the steps or process being explained" (Bailey, 2013, p. 13).

**Culture:** (a) Different tools, thoughts, and experiences associated with a particular community of practice or certain situations (Brown, Collins, & Duguid, 1989); or (b) "an adaptive *process* [as opposed to an object that one might hold] that accumulates partial solutions to frequently encountered problems" (Hutchins, 1995, p. 354). "Human growth and creativity tend to occur not within separate and isolated cultures, but within their meeting and intermixture" (Wax, 1993, p. 108).

**Descriptive sentences:** Sentences in which the speaker/writer is able to describe or paint an exact picture in the listener's or reader's mind of what the speaker/writer wants to convey. Unlike a simple sentence (e.g., "The cat ran"), a descriptive sentence uses adjectives and adverbs as well as complex sentence construction (dependent, adverbial clauses, prepositional phrases, etc.) (e.g., "The big fat white cat ran quickly along the edge of the garden" which could be expanded to "It was astonishing, although not surprising, to observe that Mr. Dewey's big fat white cat could run along the edge of the garden so quickly when there was a ferocious dog in close pursuit").

**Discourse**: Language used in a particular context, such as the academic discourse of a science classroom compared to the social discourse of the playground. Different types of discourse call for different vocabulary, phrases, structures, and language registers. According to Gee (1999), language is always used from a perspective and always occurs within a context; there is no neutral use of language.

**ELPD Framework:** The Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards (CCSSO, 2012), which provides guidance to states on how to use the expectations of the Common Core State Standards and the Next Generation Science Standards as tools for the creation and evaluation of ELP standards.

**English language proficiency (ELP):** "A socially constructed notion of the ability or capacity of individuals to use language for specific purposes" (CCSSO, 2012, p. 107). Also referred to by some as English language development (ELD), ELP embodies the belief that language development is ongoing. Multiple pathways to ELP are possible, but the end goal for students' progress in acquiring English is to ensure full participation of ELLs in school contexts.

**EP:** ELA "Practices," which describe ways in which developing student practitioners of ELA should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The practices are student actions, not teaching practices. Developed for the ELPD Framework by CCSS for ELA writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original CCSS for ELA.

**Evidence:** Facts, figures, details, quotations, or other sources of data and information that provide support for claims or analyses and that can be evaluated by others. Evidence should appear in a form, and be derived from a source, that is widely accepted as appropriate to a particular discipline, such as details or quotations from a text in the study of literature or experimental results in the study of science. (See <u>Appendix A of the CCSS for ELA & Literacy</u>.)

**Formulaic expressions:** Expressions produced in accordance with a mechanically followed rule or style. In the initial stages of English language acquisition, formulaic expressions are learned as a "chunk" in reference to familiar topics or objects in the immediate environment. Examples of formulaic expressions used during the initial phrase of English language acquisition in schools include "go to the bathroom," "stand in line," and other habitually-used phrases. These prefabricated units are important because they serve as a bridge to connect vocabulary and grammar. Cowie (1998) argues that formulaic expressions are a crucial step in helping student move towards the acquisitions of idioms and the development of native-like proficiency.

**Frequently occurring words and phrases:** As used in the ELP Standards, this refers to words and phrases used commonly in the classroom and to everyday language used in schools. It is important to note that this does *not* refer to the <u>Top 100 High-Frequency</u> <u>Words</u> (e.g., "the," "a," "and," "but"). The term "basic" is not used in the ELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

**Grade appropriate:** As used in the ELP Standards, this refers to level of content and text complexity in relation to CCR standards' requirements for a particular grade level or grade span. (See <u>Appendix A of the CCSS for ELA & Literacy</u> and <u>Defining the Core</u>.)

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

- **Transparent idioms** are expressions in which the literal meaning is clearly linked to the figurative meaning, e.g., give the green light, break the ice.
- Semi-transparent idioms are expressions in which the link between literal and figurative meaning is less obvious, e.g., beat a dead horse, save one's breath.
- **Opaque idioms** are expressions with an undetectable link between literal and figurative language, e.g., *pull one's leg, kick the bucket*.

**Inflectional ending:** A short suffix added to the end of a word to alter its meaning. In this document, the term refers to endings such as -s, -es, -ing, and -ed.

**Inflectional forms:** The forms of a word that include alteration of the word to indicate singular or plural, verb tense, and verb aspect. Inflected or inflectional forms also include irregular verbs (e.g. sing – sang –sung) and irregular plural nouns (e.g. mouse –mice).

**Informational text:** Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See <u>Appendix A of the CCSS ELA & Literacy Standards</u>.

**Interactive language skills:** Skills involved in producing language in spoken or written form during collaborative, interactive activities, including collaborative use of receptive and productive modalities. This modality "refers to the learner as a speaker/listener and as a reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the sociocultural aspects of communication as language proficiency develops" (Phillips, 2008, p. 96).

**Language forms**: Vocabulary, grammar, and features of discourse specific to a particular content area or discipline. This term refers to the surface features of language and how they are arranged according to the grammar of the language. As a means of connecting sound with meaning, it incorporates morphology, syntax, and phonology.

**Language functions**: What students do with language to accomplish content-specific tasks. As defined by Gibbons (1993), language functions can be used to describe the purposes for which language is used in the classroom. Their use offers a simple and practical way to ensure that content and language are integrated.

**Linguistic Output:** Refers to the production of language. Educators should provide ELLs with communicative tasks that require students to create the sustained output necessary for second language development. (See <u>Principle 7 in Principles of Instructed</u> <u>Second Language Acquisition</u>.)

**Linking words (a.k.a. cohesive devices):** Words or phrases that can be used as sentence connectors to develop coherence within a paragraph by linking one idea/argument to another. Examples include *however, in conclusion, basically, as it turns out, at last, eventually, after all, rarely, normally, at first, often, further, and firstly.* 

**Modalities (modes of communication):** The means or manner by which communication takes place. This document identifies three modalities: receptive, productive, and interactive. The four language domains of reading, writing, listening, and speaking are contained within these three modalities. (see page 7 of the ELP Standards for more information.)

**Modeled sentences:** As used in the ELP Standards, this term refers to the provision of exemplar speech and text to students as part of the instructional process. Examples of modeled sentences in the ELP Standards include sentence frames, sentence stems, and sentence models.

**MP:** The CCSS for Mathematical Standards for Practice or Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The *Standards for Mathematical Practice* are descendants of the <u>Adding It Up</u> proficiencies (Kilpatrick, Swafford, & Findell, 2001) and the <u>NCTM process standards</u> (NCTM, 2000). They also descend from work on <u>Habits of Mind</u> (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland. For more examples of the Mathematical Practices, see <u>http://www.insidemathematics.org/index.php/commmon-core-math-intro</u>.

**Nonverbal communication:** As used in the ELP Standards, this term refers the process of communication through sending and receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the ELP Standards may include gestures, nods, thumbs up or down, or facial expressions.

**Organize:** In the ELP Standards, refers to discourse that conveys temporal, causal, categorical, or other logical relationships that are consistent with the author's apparent purpose in conveying information, narrating a story, making a persuasive argument, or some other emergent discourse form.

**Productive language skills:** Skills involved in producing language in spoken or written form. This modality "places the learner as speaker [and/or] writer for a 'distant' audience (one with whom interaction is not possible or is limited). The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise it before publication or broadcast" (Phillips, 2008, p. 96).

**Receptive language skills:** Skills involved in interpreting and comprehending spoken or written language. This modality "refers to the learner as a reader [and/or] listener/viewer working with 'text' whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task, to promote understanding of language and content in order to develop a personal reaction" (Phillips, 2008, p. 96).

Referent: The thing that a word or phrase denotes or stands for; examples may include abstractions or physical examples.

**Recognize:** As used in the ELP Standards, this verb refers to instances when a student might recognize the meaning of the words, using verbal communication or non-verbal communication.

**Registers:** Distinguishable patterns of communication based upon well-established language practices, such as the language used in subject-area classrooms. Registers are a "recognizable kind of language particular to specific functions and situation. A well-known non-academic example is *sports announcer talk*" (Ferguson, 1983, p. 155).

#### **Research projects:**

- Short research project: An investigation intended to address a narrowly tailored query in a brief period of time, as in a few class periods or a week of instructional time.
- More sustained research project: An investigation intended to address a relatively expansive query using several sources over an extended period of time, as in a few weeks of instructional time.

**Scaffolding:** As defined in <u>Appendix A of the CCSS ELA & Literacy Standards</u>, this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically,

a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

**Sentence structures:** As used in the ELP Standards and the Proficiency Level Descriptors, language structures include simple, compound, complex sentences, and the range of other language structures.

**Simple:** As used in the ELP Standards, this generally refers to the grammatical structure of a phrase, sentence, or text relative to its complexity or density. A "simple" sentence may use subject+verb+object construction without any embellishments.

**Source:** As used in the ELP Standards, this refers to speech or text used largely for informational purposes, as in research.

**SP:** The NGSS *Science and Engineering Practices.* The practices describe the behaviors that scientists engage in as they investigate and build models and theories about the natural world and the key set of engineering practices that engineers use as they design and build models and systems. The *Science and Engineering Practices* "describe behaviors that scientists engage in as they investigate and build models and theories about the natural world" (NGSS, 2013). As noted in <u>Appendix F of the NGSS</u> (NGSS Lead States, 2013), chapter three of the <u>Science Framework for K-12 Science Education</u> (NRC, 2012) provides background on the development of the *Science and Engineering Practices*. For more information and examples, see <u>Bybee (2011)</u>.

**Variety of topics:** As used in the ELP Standards this refers to a range of topics that may be either familiar or unfamiliar to the student (i.e., requiring support to build the student's background knowledge or particular context knowledge).

Visual aids: As used in the ELP Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

**Vocabulary:** A set of words, phrases, or expressions, within a language, that is familiar to a person. (See the PLDs for specific vocabulary expectations by the end of each ELP level.)

- Academic vocabulary (see also <u>Appendix A of the CCSS for ELA & Literacy</u>, p. 33):
  - General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the ELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."
  - Content-specific words and phrases: Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language." As defined in Language standard 6 of the CCSS, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to

Tier Three words. (However, the ELP Standards do not suggest that vocabulary taught to ELLs should be limited to only that defined by the CCSS.)

Three Tiers of Vocabulary:

- Tier One: Words acquired through everyday speech, usually learned in the early grades.
- Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., "gallop" instead of "run"). They change meaning with use.
- Tier Three: Domain-specific words that are specifically tied to content (e.g., "Constitution," "lava"). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.
- Frequently occurring vocabulary: This includes common words and phrases, as well as idiomatic expressions.
- Social vocabulary/language: Cummins (2000) refers to this as "surface proficiency" and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

*Wh*- questions: "Who," "what," "where," "when," "why," and "how" questions.

With prompting and support/with (some) guidance and support: See Scaffolding.

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