

ADOPTED JUNE 2015

Ohio

English Language Proficiency Standards

The Ohio Department of Education cannot control the content or take responsibility for pages maintained by external providers/organizations of any Web page referenced by this document. Information detailed on referenced websites are not endorsed or necessarily representative of the views of the Ohio Department of Education. A site may contain outdated material. While the Ohio Department of Education makes every reasonable effort to provide current and accurate information, no guarantee of any kind is made.

Contents

Introduction	1	Grades 4-5: Standards 3, 4, and 5	19
How to Navigate this Document	1	Grades 4-5: Standards 6 and 7	20
Guiding Principles	1	Grades 4-5: Standards 8	21
Design Features of the Standards	3	Grades 4-5: Standards 9 and 10	22
Organization of the Standards	4	Grades 6-8 English Language Proficiency Standards	23
Alternate Organization of the English Language Proficiency Standards	5	Grades 6-8: Standards 1 and 2	23
	5	Grades 6-8: Standards 3, 4, and 5	24
	6	Grades 6-8: Standards 6 and 7	25
	6	Grades 6-8: Standards 8	26
	7	Grades 6-8: Standards 9 and 10	27
	8	Grades 9-12 English Language Proficiency Standards	28
	9	Grades 9-12: Standards 1 and 2	28
	10	Grades 9-12: Standards 3 and 4	29
	10	Grades 9-12: Standards 5 and 6	30
	11	Grades 9-12: Standards 7 and 8	31
	12	Grades 9-12: Standards 9 and 10	32
	13	Supporting Tools	33
	14	Design Features of the Correspondences with English Language Arts/Literacy, Mathematics, and Science Standards	34
	14	What are the practices?	34
	15	Figure 1. Venn diagram showing relationships and convergences among the Mathematics, Science, and English language arts Practices	35
	17		35
	18	Why are no correspondence analyses shown between the English Language Proficiency Standards and Ohio's Standards for Mathematics and the NGSS Core Ideas?	36
	18		36
Kindergarten English Language Proficiency Standards			
Kindergarten: Standards 1 and 2			
Kindergarten: Standards 3, 4, and 5			
Kindergarten: Standards 6, 7, and 8			
Kindergarten: Standards 9 and 10			
Grade 1 English Language Proficiency Standards			
Grade 1: Standards 1 and 2			
Grade 1: Standards 3, 4, and 5			
Grade 1: Standards 6, 7, and 8			
Grade 1: Standards 9 and 10			
Grades 2-3 English Language Proficiency Standards			
Grades 2-3: Standards 1 and 2			
Grades 2-3: Standards 3, 4, and 5			
Grades 2-3: Standards 6, 7, and 8			
Grades 2-3: Standards 9 and 10			
Grades 4-5 English Language Proficiency Standards			
Grades 4-5: Standards 1 and 2			

How do the practices interrelate?	36	Grade 1: Standard 7	58
What is the purpose of the two correspondence matrices shown on pp. 16-17?	36	Grade 1: Standard 8	59
K-12 Practices Matrix	37	Grade 1: Standard 9	61
Kindergarten English Language Arts Standards Matrix	38	Grade 1: Standard 10	62
Kindergarten English Language Proficiency Standards with Correspondences	39	Grade 2 English Language Arts Standards Matrix	63
Kindergarten: Standard 1	39	Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences	64
Kindergarten: Standard 2	41	Grade 2: Standard 1	64
Kindergarten: Standard 3	42	Grade 2: Standard 2	66
Kindergarten: Standard 4	43	Grade 2: Standard 3	67
Kindergarten: Standard 5	44	Grade 2: Standard 4	68
Kindergarten: Standard 6	45	Grade 2: Standard 5	69
Kindergarten: Standard 7	46	Grade 2: Standard 6	70
Kindergarten: Standard 8	47	Grade 2: Standard 7	71
Kindergarten: Standard 9	49	Grade 2: Standard 8	72
Kindergarten: Standard 10	50	Grade 2: Standard 9	74
Grade 1 English Language Arts Standards Matrix	51	Grade 2: Standard 10	75
Grade 1 English Language Proficiency Standards with Correspondences	52	Grade 3 English Language Arts Standards Matrix	76
Grade 1: Standard 1	52	Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences	77
Grade 1: Standard 2	53	Grade 3: Standard 1	77
Grade 1: Standard 3	54	Grade 3: Standard 2	79
Grade 1: Standard 4	55	Grade 3: Standard 3	80
Grade 1: Standard 5	56	Grade 3: Standard 4	81
Grade 1: Standard 6	57	Grade 3: Standard 5	82
		Grade 3: Standard 6	83

Grade 3: Standard 7	84	Grade 5: Standard 10	113
Grade 3: Standard 8	85	Grade 6 English Language Arts Standards Matrix	114
Grade 3: Standard 9	86	Grade 6: Standard 1	
Grade 3: Standard 10	87	(w/English Language Arts Correspondences)	115
Grade 4 English Language Arts Standards Matrix	88	Grade 6: Standard 2	
Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences	89	(w/English Language Arts Correspondences)	117
Grade 4: Standard 1	89	Grade 6: Standard 3	
Grade 4: Standard 2	91	(w/English Language Arts Correspondences)	119
Grade 4: Standard 3	92	Grade 6: Standard 4	
Grade 4: Standard 4	93	(w/English Language Arts Correspondences)	121
Grade 4: Standard 5	94	Grade 6: Standard 5	
Grade 4: Standard 6	95	(w/English Language Arts Correspondences)	122
Grade 4: Standard 7	96	Grade 6: Standard 6	
Grade 4: Standard 8	97	(w/English Language Arts Correspondences)	124
Grade 4: Standard 9	99	Grade 6: Standard 7	
Grade 4: Standard 10	100	(w/English Language Arts Correspondences)	125
Grade 5 English Language Arts Standards Matrix	101	Grade 6: Standard 8	
Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences	102	(w/English Language Arts Correspondences)	126
Grade 5: Standard 1	102	Grade 6: Standard 9	
Grade 5: Standard 2	104	(w/English Language Arts Correspondences)	128
Grade 5: Standard 3	105	Grade 6: Standard 10	
Grade 5: Standard 4	106	(w/English Language Arts Correspondences)	129
Grade 5: Standard 5	107	Grade 6 Literacy Standards Matrix	130
Grade 5: Standard 6	108	Grade 6: Standard 1	
Grade 5: Standard 7	109	(w/Literacy in Content Area Correspondences)	131
Grade 5: Standard 8	110	Grade 6: Standard 2	
Grade 5: Standard 9	112	(w/Literacy in Content Area Correspondences)	133
		Grade 6: Standard 3	
		(w/Literacy in Content Area Correspondences)	134
		Grade 6: Standard 4	
		(w/Literacy in Content Area Correspondences)	135
		Grade 6: Standard 5	
		(w/Literacy in Content Area Correspondences)	136

Grade 6: Standard 6 (w/Literacy in Content Area Correspondences)	137	Grade 7 Literacy Standards Matrix	155
Grade 6: Standard 7 (w/Literacy in Content Area Correspondences)	138	Grade 7: Standard 1 (w/Literacy in Content Area Correspondences)	156
Grade 6: Standard 8 (w/Literacy in Content Area Correspondences)	139	Grade 7: Standard 2 (w/Literacy in Content Area Correspondences)	158
Grade 6: Standard 9 (w/Literacy in Content Area Correspondences)	140	Grade 7: Standard 3 (w/Literacy in Content Area Correspondences)	159
Grade 6: Standard 10 (w/Literacy in Content Area Correspondences)	141	Grade 7: Standard 4 (w/Literacy in Content Area Correspondences)	160
Grade 7 English Language Arts Standards Matrix	142	Grade 7: Standard 5 (w/Literacy in Content Area Correspondences)	162
Grade 7: Standard 1 (w/English Language Arts Correspondences)	143	Grade 7: Standard 6 (w/Literacy in Content Area Correspondences)	163
Grade 7: Standard 2 (w/English Language Arts Correspondences)	145	Grade 7: Standard 7 (w/Literacy in Content Area Correspondences)	164
Grade 7: Standard 3 (w/English Language Arts Correspondences)	146	Grade 7: Standard 8 (w/Literacy in Content Area Correspondences)	165
Grade 7: Standard 4 (w/English Language Arts Correspondences)	147	Grade 7: Standard 9 (w/Literacy in Content Area Correspondences)	166
Grade 7: Standard 5 (w/English Language Arts Correspondences)	148	Grade 7: Standard 10 (w/Literacy in Content Area Correspondences)	167
Grade 7: Standard 6 (w/English Language Arts Correspondences)	149	Grade 8 English Language Arts Standards Matrix	168
Grade 7: Standard 7 (w/English Language Arts Correspondences)	150	Grade 8: Standard 1 (w/English Language Arts Correspondences)	169
Grade 7: Standard 8 (w/English Language Arts Correspondences)	151	Grade 8: Standard 2 (w/English Language Arts Correspondences)	171
Grade 7: Standard 9 (w/English Language Arts Correspondences)	153	Grade 8: Standard 3 (w/English Language Arts Correspondences)	172
Grade 7: Standard 10 (w/English Language Arts Correspondences)	154	Grade 8: Standard 4 (w/English Language Arts Correspondences)	174
		Grade 8: Standard 5 (w/English Language Arts Correspondences)	176
		Grade 8: Standard 6 (w/English Language Arts Correspondences)	177

Grade 8: Standard 7 (w/English Language Arts Correspondences)	178	Grades 9-10: Standard 2 (w/English Language Arts Correspondences)	200
Grade 8 Standard 8 (w/English Language Arts Correspondences)	179	Grades 9-10: Standard 3 (w/English Language Arts Correspondences)	201
Grade 8: Standard 9 (w/English Language Arts Correspondences)	181	Grades 9-10: Standard 4 (w/English Language Arts Correspondences)	203
Grade 8: Standard 10 (w/English Language Arts Correspondences)	182	Grades 9-10: Standard 5 (w/English Language Arts Correspondences)	205
Grade 8 Literacy Standards Matrix	183	Grades 9-10: Standard 6 (w/English Language Arts Correspondences)	207
Grade 8: Standard 1 (w/Literacy in Content Area Correspondences)	184	Grades 9-10: Standard 7 (w/English Language Arts Correspondences)	208
Grade 8: Standard 2 (w/Literacy in Content Area Correspondences)	186	Grades 9-10: Standard 8 (w/English Language Arts Correspondences)	209
Grade 8: Standard 3 (w/Literacy in Content Area Correspondences)	187	Grades 9-10: Standard 9 (w/English Language Arts Correspondences)	211
Grade 8: Standard 4 (w/Literacy in Content Area Correspondences)	188	Grades 9-10: Standard 10 (w/English Language Arts Correspondences)	212
Grade 8: Standard 5 (w/Literacy in Content Area Correspondences)	190	Grade 9-10 Literacy Standards Matrix	213
Grade 8: Standard 6 (w/Literacy in Content Area Correspondences)	191	Grades 9-10: Standard 1 (w/Literacy in Content Area Correspondences)	214
Grade 8: Standard 7 (w/Literacy in Content Area Correspondences)	192	Grades 9-10: Standard 2 (w/Literacy in Content Area Correspondences)	216
Grade 8: Standard 8 (w/Literacy in Content Area Correspondences)	193	Grades 9-10: Standard 3 (w/Literacy in Content Area Correspondences)	217
Grade 8: Standard 9 (w/Literacy in Content Area Correspondences)	195	Grades 9-10: Standard 4 (w/Literacy in Content Area Correspondences)	219
Grade 8: Standard 10 (w/Literacy in Content Area Correspondences)	196	Grades 9-10: Standard 5 (w/Literacy in Content Area Correspondences)	221
Grade 9-10 English Language Arts Standards Matrix	197	Grades 9-10: Standard 6 (w/Literacy in Content Area Correspondences)	223
Grades 9-10: Standard 1 (w/English Language Arts Correspondences)	198	Grades 9-10: Standard 7 (w/Literacy in Content Area Correspondences)	225

Grades 9-10: Standard 8 (w/Literacy in Content Area Correspondences)	226	Grades 11-12: Standard 3 (w/Literacy in Content Area Correspondences)	250
Grades 9-10: Standard 9 (w/Literacy in Content Area Correspondences)	228	Grades 11-12: Standard 4 (w/Literacy in Content Area Correspondences)	251
Grades 9-10: Standard 10 (w/Literacy in Content Area Correspondences)	229	Grades 11-12: Standard 5 (w/Literacy in Content Area Correspondences)	253
Grade 11-12 English Language Arts Standards Matrix	230	Grades 11-12: Standard 6 (w/Literacy in Content Area Correspondences)	255
Grades 11-12: Standard 1 (w/English Language Arts Correspondences)	231	Grades 11-12: Standard 7 (w/Literacy in Content Area Correspondences)	257
Grades 11-12: Standard 2 (w/English Language Arts Correspondences)	233	Grades 11-12: Standard 8 (w/Literacy in Content Area Correspondences)	258
Grades 11-12: Standard 3 (w/English Language Arts Correspondences)	234	Grades 11-12: Standard 9 (w/Literacy in Content Area Correspondences)	260
Grades 11-12: Standard 4 (w/English Language Arts Correspondences)	236	Grades 11-12: Standard 10 (w/Literacy in Content Area Correspondences)	261
Grades 11-12: Standard 5 (w/English Language Arts Correspondences)	238	Resources	262
Grades 11-12: Standard 6 (w/English Language Arts Correspondences)	240	Glossary	263
Grades 11-12: Standard 7 (w/English Language Arts Correspondences)	241	References	269
Grades 11-12: Standard 8 (w/English Language Arts Correspondences)	242	Appendix A: Proficiency Level Descriptors for English Language Proficiency Standards	273
Grades 11-12: Standard 9 (w/English Language Arts Correspondences)	244		
Grades 11-12: Standard 10 (w/English Language Arts Correspondences)	245		
Grade 11-12 Literacy Standards Matrix	246		
Grades 11-12: Standard 1 (w/Literacy in Content Area Correspondences)	247		
Grades 11-12: Standard 2 (w/Literacy in Content Area Correspondences)	249		

Introduction

¹ Grade-appropriate is defined by the English language arts, mathematics, and science standards for that grade.

The Council of Chief State School Officers has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency Standards. The English Language Proficiency Standards, developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12 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 to be successful in schools.

The 10 standards highlight a set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) that are needed by English language learners as they develop competence in English language arts and literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five English language proficiency levels for each of the standards address the question, “What might an English language learner’s language use look like at each English language proficiency level as he or she progresses toward independent participation in grade-appropriate activities?”

HOW TO NAVIGATE THIS DOCUMENT

The English Language Proficiency 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 English Language Proficiency Standards with correspondences are labeled using the dot notation system (e.g., English Language Proficiency Kindergarten Standard 3 = ELP K.3.).

GUIDING PRINCIPLES

1. POTENTIAL

English language learners have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of English language proficiency level, all English language learners need access to challenging, grade-appropriate¹ curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though English language learners will produce language that includes features that distinguish them from their native English-speaking peers, “it is possible [for English language learners] to achieve the standards for college- and career-readiness” (NGA Center & CCSSO, 2010b, p. 1).

2. FUNDS OF KNOWLEDGE

English language learners’ 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 English language learners 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).

3. DIVERSITY IN ENGLISH LANGUAGE LEARNER PROGRESS IN ACQUIRING ENGLISH LANGUAGE PROFICIENCY

A student’s ability to demonstrate proficiency at a particular English language proficiency level will depend on context, content-area focus, and developmental factors. Thus, a student’s designated English language

proficiency 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 the student entered the program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these English Language Proficiency Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. English language learners do not need to wait until their English language proficiency is sufficiently developed to participate in content area instruction and assessment. “Research has shown that English language learners can develop literacy in English even as their oral proficiency in English develops” (Bunch, Kibler, & Pimentel, 2013, p. 15).

4. SCAFFOLDING

English language learners at all levels of English language proficiency 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

English language learners 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 “Reading Standards: Foundational Skills” in Ohio’s Learning Standards for English Language Arts for this purpose.

6. SPECIAL NEEDS

English language learners with disabilities can benefit from English language development services (and it is recommended that language development goals be part of their individualized education programs

[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 English language learners, including English language learners 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 English Language Proficiency Standards. When identifying the access supports and accommodations that should be considered for English language learners and English language learners with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider English language learner 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 English Language Proficiency Standards, should be integrated into the design of curriculum, instruction, and assessment for English language learners.

DESIGN FEATURES OF THE STANDARDS

The 10 English Language Proficiency Standards are designed for collaborative use by English as a second language (ESL)/English language development 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 English language learners' learning experiences.

At present, second language development is seen largely as the responsibility of the ESL/ English language development 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/ English language development teachers must cultivate a deeper knowledge of the disciplinary language that English language learner students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ English language development teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ English language development 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 English Language Proficiency Standards describe targets for English language learner performance by the end of each English language proficiency level at a particular point in time. However, students may demonstrate a range of abilities within each English language proficiency level. By describing the end of each English language proficiency level for each English Language Proficiency 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 English language learner 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, English language learner 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 English Language Proficiency Standards are organized according to a schema that represents each standard's importance to English language learners' participation in the practices called for by college- and career-ready English language art and literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

TABLE 1.

ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY 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 English language learners to engage in the central content-specific practices associated with English language arts and 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 services of the other seven standards.

The English Language Proficiency 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 English Language Proficiency Standard and descriptor should be reached and what additional topics should be addressed.

ALTERNATE ORGANIZATION OF THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

²The terms receptive and productive language functions were used for the English Language Proficiency 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 Council of Chief State School Officers (2012) ELPD Framework (which employs the earlier ACTFL terminology).

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

The English Language Proficiency Standards might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive,² productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for English language learners 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 Ohio's standards for the English language arts Language domain.)

MODALITIES	DOMAINS	CORRESPONDING ENGLISH LANGUAGE PROFICIENCY STANDARDS
<p>Receptive³ modalities: 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 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)</p>	Listening and Reading	<p>1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing</p> <p>8 determine the meaning of words and phrases in oral presentations and literary and informational text</p>
<p>Productive modalities: The mode places the learner as speaker and writer for a 'distant' audience, one with whom interaction is not 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 learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)</p>	Speaking and Writing	<p>3 speak and write about grade-appropriate complex literary and informational texts and topic</p> <p>4 construct grade-appropriate oral and written claims and support them with reasoning and evidence</p> <p>7 adapt language choices to purpose, task, and audience when speaking and writing</p>
<p>Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] 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 as language proficiency develops. (Phillips, 2008, p. 96)</p>	Listening, Speaking, Reading, and Writing	<p>2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p> <p>5 conduct research and evaluate and communicate findings to answer questions or solve problems</p> <p>6 analyze and critique the arguments of others orally and in writing</p>

Kindergarten English Language Proficiency Standards

KINDERGARTEN: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
K.1	An English Language Learner can . . .	with prompting and support (including context and visual aids), use a very limited set of strategies to:	with prompting and support (including context and visual aids), use an emerging set of strategies to:	with prompting and support (including context and visual aids), use an increasing range of strategies to:	with prompting and support (including context and visual aids), use a developing set of strategies to:	with prompting and support (including context and visual aids), 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 style="list-style-type: none"> identify a few key words <p>from read-alouds and oral presentations of information or stories.</p>	<ul style="list-style-type: none"> identify some key words and phrases <p>from read-alouds and oral presentations.</p>	<ul style="list-style-type: none"> identify main topics answer questions about key details or parts of stories retell events <p>from read-alouds, picture books, and oral presentations.</p>	<ul style="list-style-type: none"> ask and answer questions about key details <p>from read-alouds and oral presentations.</p>	<ul style="list-style-type: none"> identify main topics answer questions about key details retell familiar stories <p>from read-alouds, picture books, and oral presentations.</p>
K.2	An English Language Learner can . . .	• listen with limited participation in short conversations	• participate in short conversations	• participate in short conversations	• participate in conversations and discussions	• participate in conversations and discussions
	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> respond to simple yes/no and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> follow some rules for discussion respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> ask and answer simple questions follow increasing number of rules for discussion <p>about a variety of topics.</p>	<ul style="list-style-type: none"> ask and answer questions follow rules for discussion <p>about a variety of topics.</p>

Kindergarten English Language Proficiency Standards, cont.

KINDERGARTEN: STANDARDS 3, 4, AND 5

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
K.3	An English Language Learner can . . .	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics, experiences, or events. 	<ul style="list-style-type: none"> make simple oral presentations. compose short written texts
	<p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>					
K.4	An English Language Learner can . . .	<ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control.
	<p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>					
K.5	conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing developing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control.

Kindergarten English Language Proficiency Standards, cont.

KINDERGARTEN: STANDARDS 6, 7, AND 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
K.6	An English Language Learner 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.]	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. 	with prompting and support, <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points.
K.7	An English Language Learner 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 style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
K.8	determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.

Kindergarten English Language Proficiency Standards, cont.

KINDERGARTEN: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
K.9	An English Language Learner can . . .	[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),
	create clear and coherent grade-appropriate speech and text.			<ul style="list-style-type: none"> retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then). 	<ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words. 	<ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.
K.10	An English Language Learner 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,
	make accurate use of standard English to communicate in grade-appropriate speech and writing.	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	<ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences <p>in shared language activities.</p>	<ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities.</p>	<ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences <p>in shared language activities.</p>	<ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh- questions) produce and expand simple sentences <p>in shared language activities.</p>

Grade 1 English Language Proficiency Standards

GRADE 1: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1.1	An English Language Learner can . . .	with prompting and support (including context and visual aids), use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words from read-alouds, picture books, and oral presentations. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify key words and phrases from read-alouds, simple written texts, and oral presentations. 	use a developing set of strategies to: <ul style="list-style-type: none"> identify main topics, answer questions about key details retell some key details or events 	use an increasing range of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories 	use a wide range of strategies to: <ul style="list-style-type: none"> identify main topics ask and answer questions about key details retell stories, including key details
	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.					
1.2	An English Language Learner can . . .	<ul style="list-style-type: none"> listen to short conversations respond to simple yes/no and some wh- questions about familiar topics.	<ul style="list-style-type: none"> participate in short conversations. take turns. respond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges follow rules for discussion. ask and answer simple questions about familiar topics.	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges. follow rules for discussion ask and answer questions respond to the comments of others. make comments of his or her own about a variety of topics and texts.	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others. contribute his or her own comments about a variety of topics and texts.
	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.					

Grade 1 English Language Proficiency Standards, cont.

GRADE 1: STANDARDS 3, 4, AND 5

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1.3	An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple messages about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts <p>about familiar topics, stories, experiences, or events.</p>	<ul style="list-style-type: none"> using simple sentences and drawings or illustrations, deliver short simple oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> including a few descriptive details, deliver oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>
1.4	An English Language Learner can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express a preference or opinion about familiar topics or experiences. 	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> express an opinion give a reason for the opinion <p>about familiar stories, experiences, or events.</p>	<ul style="list-style-type: none"> express opinions give a reason for the opinion <p>about a variety of texts topics, experiences, and events.</p>	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure <p>about a variety of texts, topics, experiences, or events.</p>
1.5	An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information label information <p>from provided sources</p> <p>showing limited control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information <p>from provided sources</p> <p>showing emerging control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information <p>from provided sources</p> <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question <p>from provided sources</p> <p>showing increasingly independent control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question <p>from provided sources</p> <p>showing independent control.</p>

Grade 1 English Language Proficiency Standards, cont.

GRADE 1: STANDARDS 6, 7, AND 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1.6	An English Language Learner can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point.
1.7	An English Language Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.
1.8	An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	using sentence-level context and visual aids, <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p>	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes), <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

Grade 1 English Language Proficiency Standards, cont.

GRADE 1: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
1.9	An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.	Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> retell an event present simple information with emerging control of some frequently occurring linking words.	with support (including modeled sentences), <ul style="list-style-type: none"> retell (in speech or writing) a simple sequence of events in the correct order present simple information with developing control of some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>).	<ul style="list-style-type: none"> recount two or three events in sequence present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>).	<ul style="list-style-type: none"> recount a more complex sequence of events in the correct order introduce a topic provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).
1.10	An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions. 	with support (including visual aids and sentences) <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and, but, or</i>) produce simple sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences in response to prompts.	<ul style="list-style-type: none"> use an increasing number of singular and plural nouns, and verbs use present and past verb tenses with appropriate subject-verb agreement use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences in response to prompts.	<ul style="list-style-type: none"> use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts.

Grades 2-3 English Language Proficiency Standards

GRADE 2: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
2-3.1	An English Language Learner 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: <ul style="list-style-type: none"> identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify some key words and phrases identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	use a developing set of strategies to: <ul style="list-style-type: none"> identify the main topic or message answer questions retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	use an increasing range of strategies to: <ul style="list-style-type: none"> determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	use a wide range of strategies to: <ul style="list-style-type: none"> determine the main idea or message tell how key details support the main idea retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>
	2-3.2	An English Language Learner can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas <p>about a variety of topics and texts.</p>

Grades 2-3 English Language Proficiency Standards, cont.

GRADE 2-3: STANDARDS 3, 4, AND 5

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .					
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5	
2-3.3	An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver simple oral presentations compose written text <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>with some details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational text <p>about a variety of texts, topics, experiences, or events.</p>
2-3.4	An English Language Learner can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> express an opinion about a familiar topic or story. 	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons <p>for the opinions about a variety of topics.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>	
2-3.5	An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/ observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories. 	

Grades 2-3 English Language Proficiency Standards, cont.

GRADES 2-3: STANDARDS 6, 7, AND 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
2-3.6	An English Language Learner can . . . analyze and critique the arguments of others orally and in writing.	with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, • identify a reason an author or a speaker gives to support the main point.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	• describe how reasons support the specific points an author or a speaker makes.
2-3.7	An English Language Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	• show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.	• compare examples of the formal and informal use of English • (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	• adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions.	• adapt language choices, as appropriate, to formal and informal contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
2-3.8	An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, • ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, and some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) some general academic and content specific vocabulary in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events.	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), • determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions • (at Grade 3) some general academic and content specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.

Grades 2-3 English Language Proficiency Standards, cont.

GRADES 2-3: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
2-3.9	An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control. 	with support (including modeled sentences), <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control. 	with increasingly independent control, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (before, after, soon) use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events. 	with independent control, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic.
2-3.10	An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.

Grades 4-5 English Language Proficiency Standards

GRADES 4-5: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4-5.1	An English Language Learner 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 style="list-style-type: none"> identify a few key words and phrases from read-alouds, simple written texts, and oral presentations. 	<ul style="list-style-type: none"> identify the main topic retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentations.</p>
4-5.2	An English Language Learner can . . .	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer relevant questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.					

Grades 4-5 English Language Proficiency Standards, cont.

GRADES 4-5: STANDARDS 3, 4, AND 5

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4-5.3	An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>
4-5.4	An English Language Learner can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
4-5.5	An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources. record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate. provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate. provide a list of sources.

Grades 4-5 English Language Proficiency Standards, cont.

GRADES 4-5: STANDARDS 6 AND 7

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4-5.6	An English Language Learner can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
4-5.7	An English Language Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	with developing control, <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing.	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing.

Grades 4-5 English Language Proficiency Standards, cont.

GRADES 4-5: STANDARD 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4-5.8	An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 	using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events.</p>	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events.</p>

Grades 4-5 English Language Proficiency Standards, cont.

GRADES 4-5: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4-5.9	An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and, then</i>) with emerging control.	with support (including modeled sentences), <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement with developing control.	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use 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>) provide a conclusion with increasingly independent control.	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
4-5.10	An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some relative pronouns (e.g., <i>who, whom, which, that</i>), use some relative adverbs (e.g., <i>where, when, why</i>), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), use relative adverbs (e.g., <i>where, when, why</i>), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), use relative adverbs (e.g., <i>where, when, why</i>) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

Grades 6-8 English Language Proficiency Standards

GRADES 6-8: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.1	<p>An English Language Learner can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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	<p>An English Language Learner can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh-questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh-questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARDS 3, 4 AND 5

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.3	An English Language Learner can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experience.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>
6-8.4	An English Language Learner can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence..	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
6-8.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARDS 6 AND 7

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.6	An English Language Learner can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.
6-8.7	An English Language Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARD 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.8	An English Language Learner can . . .	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,
	determine the meaning of words and phrases in oral presentations and literary and informational text..	<ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> 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 style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 	<ul style="list-style-type: none"> 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 a variety of topics, experiences, or events.

Grades 6-8 English Language Proficiency Standards, cont.

GRADES 6-8: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
6-8.9	An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> 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., <i>next, because, and, also</i>) provide a concluding statement with emerging control.	<ul style="list-style-type: none"> recount a short sequence of events with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect, events, ideas, and opinions, (e.g., <i>after awhile, for example, in order to, as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section with increasingly independent control.	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle and end introduce and effectively develop and informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
		<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.
6-8.10	An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.					

Grades 9-12 English Language Proficiency Standards

GRADES 9-12: STANDARDS 1 AND 2

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9-12.1	An English Language Learner 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 style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts. 	<ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	<ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.
9-12.2	An English Language Learner can . . .	<ul style="list-style-type: none"> participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.
	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.					

Grades 9-12 English Language Proficiency Standards, cont.

GRADES 9-12: STANDARDS 3 AND 4

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9-12.3	An English Language Learner can . . .	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate information about familiar texts, topics, and experiences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details <p>about familiar texts, topics, or events.</p>	<p>deliver oral presentations</p> <ul style="list-style-type: none"> compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>
	<p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>					
9-12.4	An English Language Learner can . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented.
	<p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>					

Grades 9-12 English Language Proficiency Standards, cont.

GRADES 9-12: STANDARDS 5 AND 6

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9-12.5	An English Language Learner can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively. evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
9-12.6	An English Language Learner can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Grades 9-12 English Language Proficiency Standards, cont.

GRADES 9-12: STANDARDS 7 AND 8

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9-12.7	An English Language Learner can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
9-12.8	An English Language Learner can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events. 	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. 	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. 	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.

Grades 9-12 English Language Proficiency Standards, cont.

GRADES 9-12: STANDARDS 9 AND 10

ELP STANDARD		BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
		LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
9-12.9	An English Language Learner can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) with emerging control.	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion with developing control.	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control.	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
		9-12.10	An English Language Learner can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including modeled sentences), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	with support (including modeled sentences), <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences.

Supporting Tools:

K-12 PRACTICES MATRIX

GRADE LEVEL ENGLISH LANGUAGE ARTS STANDARDS MATRICES

GRADE LEVEL ENGLISH LANGUAGE PROFICIENCY STANDARDS WITH CORRESPONDENCES TO ENGLISH LANGUAGE ARTS STANDARDS

GRADE LEVEL LITERACY STANDARDS MATRICES

GRADE LEVEL ENGLISH LANGUAGE PROFICIENCY STANDARDS WITH CORRESPONDENCES TO LITERACY STANDARDS

4 As noted in Ohio's Learning Standards for English Language Arts, 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.

5 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 English Language Proficiency Standards that correspond to the state's college- and career-ready standards.

DESIGN FEATURES OF THE CORRESPONDENCES WITH ENGLISH LANGUAGE ARTS/LITERACY, MATHEMATICS, AND SCIENCE STANDARDS

To ensure the English Language Proficiency Standards specify the language that all English language learners must acquire in order to successfully engage with college- and career-ready standards in English language arts, mathematics, and science, two methods of correspondence mappings are provided:

1. CORRESPONDENCES WITH OHIO'S LEARNING STANDARDS FOR MATHEMATICS AND NEXT GENERATION SCIENCE STANDARDS (NGSS) PRACTICES

One set of correspondences is provided for the language demands associated with the mathematics, science, and English language arts practices. The CCSS Standards for Mathematical Practices a.k.a., the Mathematical Practices are the first eight standards for the CCSS for Mathematics and the NGSS Science and Engineering Practices are one of three dimensions in every NGSS standard. A set of English language arts "practices" was created for the Council of Chief State School Officers ELPD Framework since Ohio's Learning Standards for English Language Arts did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).

2. CORRESPONDENCES WITH OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS

A second type of correspondence shows the relationship between the English Language Proficiency Standards and the language demands found in Ohio's Learning Standards for English Language Arts.⁴ This second set of correspondences is particularly useful as the English Language Proficiency Standards and Ohio's Learning Standards for English Language Arts have a similar internal construction (based on reading, writing, speaking, listening, and language).

WHAT ARE THE PRACTICES?

The term practices refers to behaviors learners 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 skills and knowledge that is specific to each practice (NRC, 2012, p. 30).

The practices identified within Ohio's Learning Standards for Mathematics and the NGSS are key parts of the standards themselves.⁵ Because Ohio's Learning Standards for English Language Arts do not explicitly identify key practices and core ideas in its original form, an analogous set of English language arts "practices" was created for the Council of Chief State School Officers ELPD Framework through a close analysis of the priorities contained within the English language arts standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and English language arts practices are shown in Figure 1.

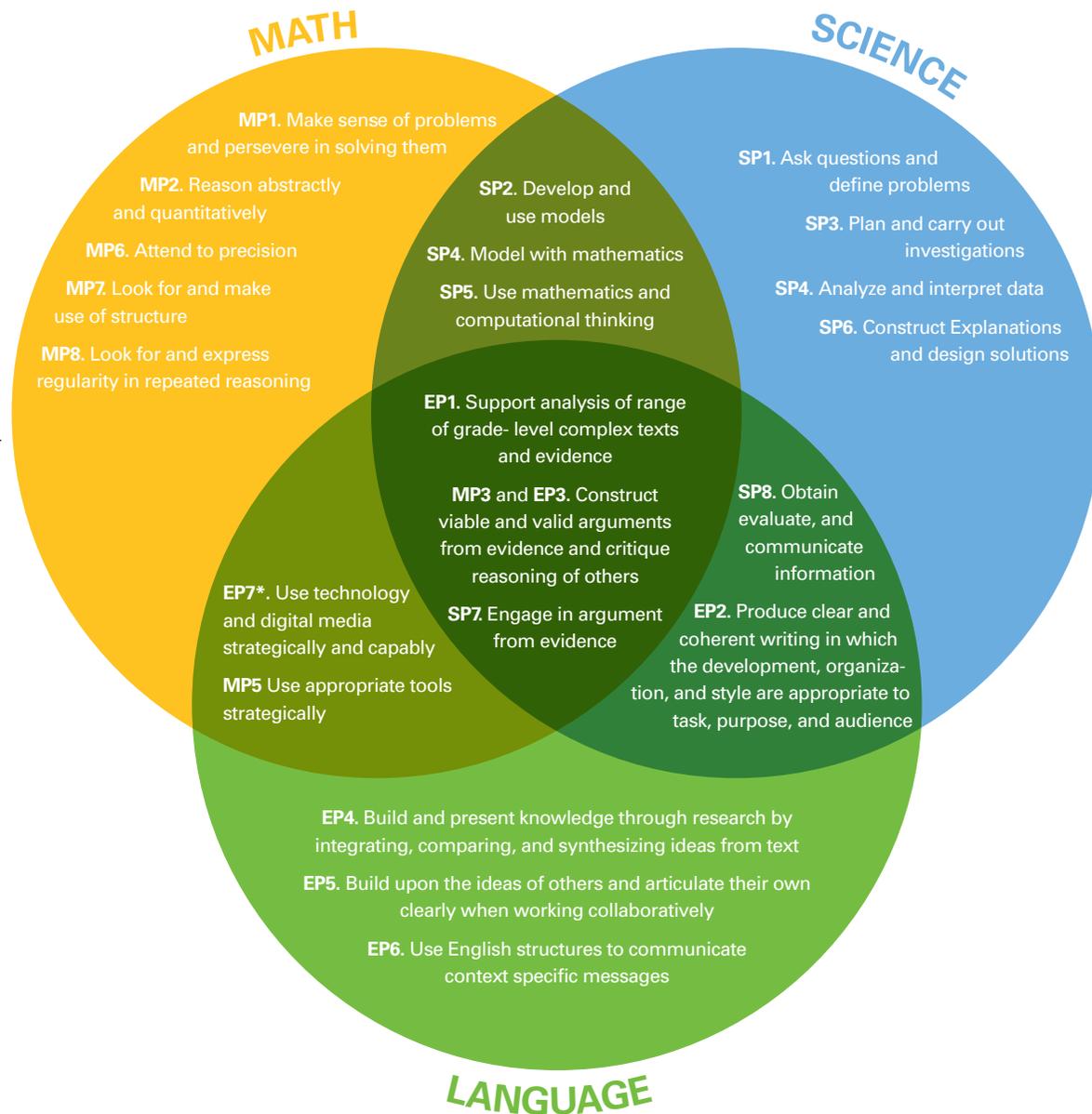
FIGURE 1. VENN DIAGRAM SHOWING RELATIONSHIPS AND CONVERGENCES AMONG THE MATHEMATICS, SCIENCE, AND ENGLISH LANGUAGE ARTS PRACTICES

FOUND IN:

1. Ohio's Learning Standards for Mathematics (practices)
- 2a. Ohio's Learning Standards for English Language Arts (student capacity)
- 2b. ELPD Framework (English language arts "practices")
3. NGSS (science and engineering practices)

NOTES

1. MP1-MP8 represent Ohio's Learning Standards Mathematical Practices (p. 6-8).
2. SP1-SP8 represent NGSS Science and Engineering Practices.
3. EP1-EP6 represent Ohio's Learning Standards for English Language Arts "practices" as defined by the ELPD Framework (p.11).
4. EP7* represents Ohio's Learning Standards for English Language Arts student "capacity" (pg. 7)



Suggested citation:

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

6 See the “Found in” section of Figure 1 for information on the sources for this diagram. Background: The English language arts “practices” in the Venn diagram were originally based on an analysis of Ohio’s Learning Standards for English Language Arts student capacity portraits (Source 2a). For the purposes of the English Language Proficiency Standards, the English language arts “practices” shown in the Venn diagram were reframed in relation to the particular English language arts “practices” created for the ELPD Framework (Source 2b).

WHY ARE NO CORRESPONDENCE ANALYSES SHOWN BETWEEN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS AND OHIO’S LEARNING STANDARDS FOR MATHEMATICS AND THE NGSS CORE IDEAS?

In coordination with the ELPD Framework authors, the WestEd English Language Proficiency Standards development team followed the ELPD Framework method for English Language Proficiency Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and English language arts practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach English Language Proficiency 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.⁶ For example, the central overlap of the three circles highlights the central role of evidence in Ohio’s Learning Standards and the NGSS. In comparison, the English Language Proficiency Standards address the types of language proficiency that English language learners need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each English Language Proficiency Standard than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state English Language Proficiency Standards [can be designed to] cultivate higher order thinking skills in English language learners 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 English Language Arts Standards Matrix is to help teachers design lesson plans which leverage the strongest correspondences between the English Language Proficiency Standards and Ohio’s Learning Standards and NGSS. However, depending on the instructional activity, and as educators’ familiarity with the standards is developed, educators may identify additional correspondences. 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.

7 While Ohio's Learning Standards for Mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the English language arts charts were identified through a close analysis of the priorities contained within the standards themselves (because Ohio's Learning Standards for English Language Arts do not explicitly identify key practices and core ideas) (CCSSO, 2012, p. 16).

K–12 PRACTICE MATRIX

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

PRACTICES

ENGLISH LANGUAGE ARTS "PRACTICES" (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
MATHEMATICAL PRACTICES (MP)	1	2	3	4	5	6	7	8	9	10
MP1. 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	MP6	MP6			MP6			MP6
MP6. Attend to precision.										
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										
SCIENCE 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						
SP5. Use mathematics and computational thinking.										
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.		SP8								

KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Kindergarten English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LITERACY STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	6	
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4, 5	
6	analyze and critique the arguments of others orally and in writing		8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4		2	4, 5
9	create clear and coherent grade-appropriate speech and text			2, 3	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1

Kindergarten English Language Proficiency Standards with Correspondences

KINDERGARTEN: STANDARD 1

ELP K.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words from read-alouds and oral presentations of information or stories. 	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify some key words and phrases from read-alouds and oral presentations. 	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about key details from read-alouds and oral presentations. 	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> identify main topics answer questions about key details or parts of stories retell events from read-alouds, picture books, and oral presentations. 	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> identify main topics answer questions about key details retell familiar stories from read-alouds, picture books, and oral presentations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

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

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.3. With prompting and support, identify characters, settings, and major events in a story

RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text cont.

- RL.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- RL.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., *what person, place, thing, or idea in the text an illustration depicts.*)

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 2

ELP K.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. 	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

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.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 3

ELP K.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> tell or dictate simple messages about a variety of topics, experiences, or events. 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 4

ELP K.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS 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.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 5

ELP K.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

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.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 6

ELP K.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS 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.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 7

ELP K.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.

L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 8

ELP K.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read- alouds about familiar topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read- alouds about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Ask and answer questions about unknown words in a text.

SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

L.4 cont.

b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful)

d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

RI.4. With prompting and support, ask and answer questions about unknown words in a text.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 9

ELP K.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p>

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

W.2c. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.3c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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

SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten English Language Proficiency Standards with Correspondences, cont.

KINDERGARTEN: STANDARD 10

ELP K.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh-questions produce a few simple sentences <p>in shared language activities.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities.</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce and expand simple sentences <p>in shared language activities.</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh-questions) produce and expand simple sentences <p>in shared language activities.</p>

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING KINDERGARTEN ENGLISH LANGUAGE ARTS STANDARDS:

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.

GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 1 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	SL	L
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3	1, 2, 3		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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	6	
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4, 5	
6	analyze and critique the arguments of others orally and in writing		8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			2, 3	4	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1

Grade 1 English Language Proficiency Standards with Correspondences

GRADE 1: STANDARD 1

ELP 1.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words <p>from read-alouds, picture books, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify main topics, answer questions about key details retell some key details or events <p>from read-aloud texts, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about key details retell stories, including key details <p>from read-alouds, written texts, and oral presentations.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson

RL.3. Describe characters, settings, and major events in a story, using key details

RL.1., RI.1. Ask and answer questions about key details in a text.

RL.7. Use the illustrations and details in a text to describe its key ideas.

SL.2. Ask and answer question about key details in a text read aloud or information presented orally or through other media

Informational Text

RI.2. Identify the main topic and retell key details of a text

RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 2

ELP 1.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen to short conversations respond to simple yes/no and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations take turns respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions about familiar topics. 	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of his or her own about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments about a variety of topics and texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- Ask questions to clear up any confusion about the topics and texts under discussion.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 3

ELP 1.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple messages about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. 	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts about a variety of texts, topics, experiences, or events. 	<p>including a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 4

ELP 1.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express a preference or opinion about familiar topics or experiences. 	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> express an opinion give a reason for the opinion about familiar stories, experiences, or events. 	<ul style="list-style-type: none"> express opinions give a reason for the opinion about a variety of texts topics, experiences, and events. 	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 5

ELP 1.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information label information <p>from provided sources</p> <p>showing limited control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information <p>from provided sources</p> <p>showing emerging control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information <p>from provided sources</p> <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question <p>from provided sources</p> <p>showing increasingly independent control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question <p>from provided sources</p> <p>showing independent control.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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 people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 6

ELP 1.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	[Standard introduced at Level 2.]	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Identify the reasons an author gives to support points in a text.

W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 7

ELP 1.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time use words learned through conversations, reading, and being read to.

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 the task, purpose, and audience.

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

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

SL.6. Produce complete sentences when appropriate to task and situation.

L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 8

ELP 1.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>using sentence-level context and visual aids,</p> <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases <p>in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.</p>	<p>using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,</p> <ul style="list-style-type: none"> answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>	<p>using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),</p> <ul style="list-style-type: none"> answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., *colors*, *clothing*) to gain a sense of the concepts the categories represent.
- Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; as tiger is a large cat with stripes*).
- Identify real-life connections between words and their use (e.g., *note places at home that are cozy*).
- Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

RI.4. Ask and answer questions to help determine or clarify the phrases in a text.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 9

ELP 1.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	[Standard introduced at Level 2.]	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> • retell an event • present simple information <p>with emerging control of some frequently occurring linking words.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • retell (in speech or writing) a simple sequence of events in the correct order • present simple information <p>with developing control of some frequently occurring linking words (e.g., <i>and, so</i>) and temporal words (e.g., <i>first, then</i>).</p>	<ul style="list-style-type: none"> • recount two or three events in sequence • present simple information about a topic <p>with increasingly independent control of some temporal words (e.g., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>).</p>	<ul style="list-style-type: none"> • recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic <p>using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).</p>

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Grade 1 English Language Proficiency Standards with Correspondences, cont.

GRADE 1: STANDARD 10

ELP 1.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs, understand and use very simple sentences respond to simple questions. 	<p>with support (including visual aids and sentences)</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) produce simple sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences <p>in response to prompts.</p>	<ul style="list-style-type: none"> use an increasing number of singular and plural nouns, and verbs use past and present verb tenses with appropriate subject-verb agreement use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences <p>in response to prompts.</p>	<ul style="list-style-type: none"> use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences <p>in response to prompts.</p>

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.

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

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 1 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper- and lowercase letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
- Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

L.1. cont.

- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- Use determiners (e.g., articles, demonstratives).
- Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 2 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
6	analyze and critique the arguments of others orally and in writing		8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			2, 3	4	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences

GRADE 2: STANDARD 1

ELP 2-3.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify some key words and phrases identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic or message answer questions retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message tell how key details support the main idea retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral

RL.3. Describe how characters in a story respond to major events and challenges

RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.1., RI.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Informational Text

RI.2. Identify the main topic of a multiparagraph text as well as the focus paragraphs within the text

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text cont.

- RL.3.** Describe the connection between a series of historical events, scientific concepts, or steps in technical procedures in a text
- RI.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 2

ELP 2–3.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments about familiar topics and texts. 	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas about a variety of topics and texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

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

a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

c. Ask questions to clear up any confusion about the topics and texts under discussion.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 3

ELP 2–3.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> with some details, deliver oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 4

ELP 2-3.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> express an opinion about a familiar topic or story. 	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

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.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 5

ELP 2-3.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/ observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.8. Recall information from experiences or gather information from provided sources to answer a question.

SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 6

ELP 2-3.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

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.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 7

ELP 2–3.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

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

L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 8

ELP 2–3.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<p>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),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Ask and answer questions about unknown words in a text

- L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

- L.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

RL.4. With prompting and support, ask and answer questions about unknown words in a text.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 9

ELP 2–3.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., <i>and, then</i>) with emerging control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., <i>and, but, next, after</i>) to connect ideas or events with developing control. 	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before, after, soon</i>) use linking words (e.g., <i>because, and, also</i>) to connect ideas or events. 	<p>with independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because, and, also</i>) to connect ideas and events provide a concluding statement about the topic.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Grades 2-3 English Language Proficiency Standards with Grade 2 Correspondences, cont.

GRADE 2: STANDARD 10

ELP 2-3.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 2 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., *group*).
- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- Use reflexive pronouns (e.g., *myself, ourselves*).
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- Use adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 3 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4, 5	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences

GRADE 3: STANDARD 1

ELP 2–3.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify some key words and phrases identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic or message answer questions retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message identify or answer questions about some key details that support the main idea/message retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or message tell how key details support the main idea retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Recount stories, including fables and folktales from diverse cultures, and determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3. Describe characters in a story (e.g. their traits, motivations, and feelings) and explain how their actions contribute to the sequence of events.

RL.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by words in a story (e.g. create mood, emphasize aspects of a character or setting).

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.

Informational Text

RI.2. Determine the main idea of a text, recount the key details and explain how they support the main idea.

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text cont.

- RI.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language explain how that pertains to time, sequence, and cause/effect.
- RI.7.** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 2

ELP 2–3.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh- questions. about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh- questions about familiar topics. 	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments about familiar topics and texts. 	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas about a variety of topics and texts. 	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas about a variety of topics and texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. With some guidance and support from adults, 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 one page 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 3 topics and texts, 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 and other information known about the topic to explore ideas under discussion.

SL.1. cont.

b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

d. Explain their own ideas and understanding in light of the discussion.

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 3

ELP 2–3.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> with some details, deliver oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details.
- Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
- Provide a concluding statement or section.

W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3. cont.

- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 4

ELP 2-3.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> express an opinion about a familiar topic or story. 	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- Provide reasons that support the opinion.
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- Provide a concluding statement or section.

SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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).

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 5

ELP 2-3.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/ observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects that build knowledge about a topic.

W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 6

ELP 2-3.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

W.1b. Provide reasons that support the opinion.

SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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).

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 7

ELP 2-3.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

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).

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 8

ELP 2-3.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<p>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),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

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

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Ask and answer questions about unknown words in a text.

- L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.
- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
 - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

- L.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Informational Text

RL.4. With prompting and support, ask and answer questions about unknown words in a text.

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 9

ELP 2-3.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control. 	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events 	<p>with independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

SL.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W.2c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

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

W.3c. Use temporal words and phrases to signal event order.

W.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Grades 2-3 English Language Proficiency Standards with Grade 3 Correspondences, cont.

GRADE 3: STANDARD 10

ELP 2-3.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. group) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. childhood) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 3 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns (e.g., *childhood*).

d. Form and use regular and irregular verbs.

e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

L.1. cont.

- f.** Ensure subject-verb and pronoun-antecedent agreement.
- g.** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h.** Use coordinating and subordinating conjunctions.
- i.** Produce simple, compound, and complex sentences.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a.** Choose words and phrases for effect.
- b.** Recognize and observe differences between the conventions of spoken and written standard English.

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 4 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences

GRADE 4: STANDARD 1

ELP 4–5.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentations.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., *a character's thoughts, words, or actions*).

RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

RL.1., RI.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 2

ELP 4-5.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. With some guidance and support from adults, 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 one page 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 4 topics and texts, 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 and other information known about the topic to explore ideas under discussion.

SL.1. cont.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 3

ELP 4-5.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, events, or objects in the environment.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., *headings*), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*)
- Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3. cont.

- Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words and phrases to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

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.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 4

ELP 4-5.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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

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

d. Provide a concluding statement or section related to the opinion presented.

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.

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).

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 5

ELP 4-5.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 6

ELP 4-5.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS 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).

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 7

ELP 4-5.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions <p>in conversation, discussions, and short written text.</p>	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases <p>in speech and writing.</p>	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases <p>in speech and writing.</p>

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

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

SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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).

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 8

ELP 4-5.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., <i>metaphors, similes, adages, and proverbs</i>) <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., *Herculean*).

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., *definitions, examples, or restatements in text*) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

L.4 cont.

c. Consult reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RL.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 9

ELP 4-5.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and, then</i>) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use 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>) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS 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.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 4: STANDARD 10

ELP 4-5.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., <i>who, whom, which, that</i>), use some relative adverbs (e.g., <i>where, when, why</i>), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), use relative adverbs (e.g., <i>where, when, why</i>), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), use relative adverbs (e.g., <i>where, when, why</i>) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

e. Form and use prepositional phrases.

f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.

b. Choose punctuation for effect. **c.** Differentiate between contexts that call for formal English (e.g., *presenting ideas*) and situations where informal discourse is appropriate (e.g., *small-group discussion*).

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 5 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix that pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences

GRADE 5: STANDARD 1

ELP 4-5.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and retell a few key details retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine the main idea or theme, and explain how some key details support the main idea or theme summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text <p>from read-alouds, written texts, and oral presentations.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., *how characters interact*).

RL.1., RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g.,) graphic novel, multimedia presentation of fiction, folktale, myth, poem).

SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 5: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text cont.

- RI.3.** Explain the relationships or interactions between two or more individuals events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- RI.7.** Draw on information from multiple print or digital sources, demonstrating time lines, the ability to locate an answer to a question quickly or to solve a problem efficiently.

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 2

ELP 4-5.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh- questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. With some guidance and support from adults, 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 two pages in a single sitting.

SL1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

SL.1 cont.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 3

ELP 4-5.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, events, or objects in the environment.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within and across categories of information using words, phrases, and clauses.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented.

W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3. cont.

- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- Use concrete words and phrases and sensory details to convey experiences and events precisely.
- Provide a conclusion that follows from the narrated experiences or events.

SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 4

ELP 4-5.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

b. Provide logically ordered reasons that are supported by facts and details.

c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

d. Provide a concluding statement or section related to the opinion presented.

SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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*).

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 5

ELP 4-5.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 6

ELP 4-5.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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*).

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 7

ELP 4-5.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases <p>in speech and writing.</p>	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases <p>in speech and writing.</p>

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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*).

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 8

ELP 4-5.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events 	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. 	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events. 	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., <i>metaphors, similes, adages, and proverbs</i>) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., *cause/effect relationships and comparisons in text*) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

L.4. cont.

c. Consult reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figurative language, including similes and metaphors, in context.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Use the relationship between particular words (e.g., *synonyms, antonyms, homographs*) to better understand each of the words.

Grades 4-5 English Language Proficiency Standards with Grade 4 Correspondences, cont.

GRADE 5: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RL.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 9

ELP 4-5.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and, then</i>) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement <p>with developing control.</p>	<p>introduce an informational topic</p> <ul style="list-style-type: none"> develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use 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>) provide a conclusion <p>with increasingly independent control.</p>	<p>introduce an informational topic</p> <ul style="list-style-type: none"> develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

W.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

W.3c. Use a variety of transitional words, phrases, and clauses 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 or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Grades 4-5 English Language Proficiency Standards with Grade 5 Correspondences, cont.

GRADE 5: STANDARD 10

ELP 4–5.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., <i>who, whom, which, that</i>), use some relative adverbs (e.g., <i>where, when, why</i>), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), use relative adverbs (e.g., <i>where, when, why</i>), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), use relative adverbs (e.g., <i>where, when, why</i>) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- Use verb tense to convey various times, sequences, states, and conditions.
- Recognize and correct inappropriate shifts in verb tense.
- Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 6 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 6: STANDARD 1

ELP 6–8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements

RL.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution

RL.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.**RL.1.** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgements.
- RI.3.** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., *through examples or anecdotes*).
- RI.7.** Integrate information presented in different media or formats (e.g., *visually, quantitatively*) as well as in words to develop a coherent understanding of a topic or issue.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 2

ELP 6–8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas 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 texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS 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.

SL.1. cont.

- 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.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 2

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

SL.1. cont.

- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., *charts*, *tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate transitions to clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the information or explanation presented.

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

- Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

- SL.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write arguments to support claims with clear reasons and relevant evidence.

a. Introduce claim(s) and organize the reasons and evidence clearly.

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

c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

d. Establish and maintain a formal style.

e. Provide a concluding statement or section that follows from the argument presented.

SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

W.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 5

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

- W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., <i>metaphor</i>, <i>personification</i>) <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., *the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.

L.4 cont.

b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).

c. Consult reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., *by checking the inferred meaning in context or in a dictionary*).

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g., *personification*) in context.
 - b.** Use the relationship between particular words (e.g., *cause/effect, part/whole, item/category*) to better understand each of the words.
 - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

Informational Text

- RL.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<ul style="list-style-type: none"> with support (including context and visual aids) and non-verbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<ul style="list-style-type: none"> with 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., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details 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>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

W.2c. Use appropriate transitions to clarify the relationships among ideas and concepts.

W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 6 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 6: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself, ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., *ones with unclear or ambiguous antecedents*).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

GRADE 6 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 6 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences)

GRADE 6: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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 texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions

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).

RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SL.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts

RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.7 Integrate quantitative or technical information expressed in words in a text with a version of the information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas 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 texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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.

SL.1* cont.

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.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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, 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.

Science/Technical Subjects

RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. <i>affixes and roots words</i>),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.
MP1. Make sense of problems and persevere in solving them.

SP1. Ask questions and define problems.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies

- L.4*** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., personification) in context.
- Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<ul style="list-style-type: none"> with support (including context and visual aids) and non-verbal communication, communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<ul style="list-style-type: none"> with 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., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details 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>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 6 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 6: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. When engaging in one or more of the following content-specific practices:

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 6 LITERACY IN CONTENT AREA STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Ensure that pronouns are in the proper case (subjective, objective, possessive).
- Use intensive pronouns (e.g., *myself, ourselves*).
- Recognize and correct inappropriate shifts in pronoun number and person.
- Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Vary sentence patterns for meaning, reader/listener interest, and style.
- Maintain consistency in style and tone.

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

GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 7 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 7: STANDARD 1

ELP 6–8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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 texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

RL.7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

RL.1., RI.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., *visually, quantitatively, orally*) and explain how the ideas clarify a topic, text, or issue under study.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.3.** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas 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 texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 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.

SL.1. cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

e. Provide a conclusion that follows from the narrated experiences or events.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

- W.1.**
- Write arguments to support claims with clear reasons and relevant evidence.
 - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
 - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
 - Establish and maintain a formal style.
 - Provide a concluding statement or section that follows from the argument presented.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

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

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.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 7

ELP 6–8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 8

ELP 6–8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. <i>affixes and roots words</i>),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., <i>metaphor, personification</i>) <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., *alliteration*) on a specific verse or stanza of a poem or section of a story or drama.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4. cont.

- b.** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- c.** Consult general and specialized reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
 - b.** Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
 - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

Informational Text

- RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support including context and visual cues) and non verbal communication</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> 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., <i>next, because, and, also</i>) provide a concluding statement with emerging control. 	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details 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>) provide a conclusion with developing control. 	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section with increasingly independent control. 	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.

W.2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

W.3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

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

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate

Grade 7 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 7: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of phrases and clauses in general and their function in specific sentences.

b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

GRADE 7 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 7 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences)

GRADE 7: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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 texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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*).

RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

History/Social Studies cont.

SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts

RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

Science/Technical Subjects cont.

RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., *in a flowchart, diagram, model, graph, or table*).

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas 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 texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

SL.1* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 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.

SL.1* cont.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experience.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), e.g., graphics, charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- Establish and maintain a formal style.

WHST.1 cont.

- Provide a concluding statement or section that follows from and supports the argument presented.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 ENGLISH LANGUAGE ARTS STANDARDS:

- 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.

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis reflection, and research.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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.

History/Social Studies cont.

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.

Science/Technical Subjects

RST.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L. 4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

History/Social Studies

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> 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., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details 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>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 7 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 7: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 7 LITERACY IN CONTENT AREA STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of phrases and clauses in general and their function in specific sentences.
- Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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

GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 8 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LITERACY STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 8: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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 texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot provide an objective summary of the text.

RL.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

RL.7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

RL.1., RI.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- RI.3.** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., *through comparisons, analogies, or categories.*)
- RI.7.** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas 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 texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS 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.

SL.1. cont.

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 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- Provide a conclusion that follows from the narrated experiences or events.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- SL.4.** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 4

ELP 6-8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.1. Write arguments to support claims with clear reasons and relevant evidence.

- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.1. Write arguments to support claims with clear reasons and relevant evidence.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from the argument presented.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- 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.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

W.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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.
- EP3.** Construct valid arguments from evidence and critique the reasoning of others.
- EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
- EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

- MP1.** Make sense of problems and persevere in solving them.
- MP3.** Construct viable arguments and critique reasoning of others.

- SP1.** Ask questions and define problems.
- SP6.** Construct explanations and design solutions.
- SP7.** Engage in argument from evidence.
- SP8.** Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- RI.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W.1b.** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- SL.3.** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- 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.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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 the task, purpose, and audience.

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

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

L.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

- Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

L.4. cont.

- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checkin the inferred meaning in context or in a dictionary).

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g. verbal irony, puns) in context.
 - b.** Use the relationship between particular words to better understand each of the words.
 - c.** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). Use the relationship between particular words to better understand each of the words.

Informational Text

- RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choices on meaning and tone, including analogies or allusions to other texts.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> 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., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details 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>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

W.1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

W.2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

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

SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Grade 8 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 8: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

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

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- Form and use verbs in the active and passive voice.
- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- Recognize and correct inappropriate shifts in verb voice and mood.

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

GRADE 8 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 8 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences)

GRADE 8: STANDARD 1

ELP 6-8.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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 texts.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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).

RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

SL.2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts.

RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Science/Technical Subjects cont.

RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., *in a flowchart, diagram, model, graph, or table*).

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 2

ELP 6-8.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas 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 texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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.

SL.1* cont.

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.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 3

ELP 6-8.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experiences 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Establish and maintain a formal style and objective tone.
- Provide a concluding statement or section that follows from and supports the information or explanation presented.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 4

ELP 6–8.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

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.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.1 cont.

- Establish and maintain a formal style.
- Provide a concluding statement or section that follows from and supports the argument presented.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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 meaning and tone, including analogies or allusions to other texts.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 5

ELP 6-8.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 6

ELP 6-8.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

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 relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

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.

Science/Technical Subjects

RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 7

ELP 6-8.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 8

ELP 6-8.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. 	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. <i>affixes and roots words</i>),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. 	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., <i>metaphor, personification</i>) in texts about a variety of topics, experiences, or events.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- L. 4*** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- Use context (e.g., *the overall meaning of a sentence or paragraph; a word's position or function in a sentence*) as a clue to the meaning of a word or phrase.
 - Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
 - Consult general and specialized reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L. 4* cont.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., *by checking the inferred meaning in context or in a dictionary*).

L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g. verbal irony, puns) in context.
- Use the relationship between particular words to better understand each of the words.
- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). Use the relationship between particular words to better understand each of the words.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 ENGLISH LANGUAGE ARTS STANDARDS:

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 9

ELP 6-8.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> 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., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details 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>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> 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., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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

Grade 8 English Language Proficiency Standards (w/Literacy in Content Area Correspondences), cont.

GRADE 8: STANDARD 10

ELP 6-8.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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.

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

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 8 LITERACY IN CONTENT AREA STANDARDS:

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
 - Form and use verbs in the active and passive voice.
 - Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
 - Recognize and correct inappropriate shifts in verb voice and mood

L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- L.3*** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

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

GRADE 9-10 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 9-10 English Language Arts Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO'S LITERACY STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 9-10: STANDARD 1

ELP 9-12.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

Literature

RL.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.1., RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ENGLISH LANGUAGE ARTS STANDARDS:

Informational Text

- RI.2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.7.** Analyze various accounts of a subject told in different mediums (e.g., *a person's life story in both print and multimedia*), determining which details are emphasized in each account.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 2

ELP 9-12.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.1 cont.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 3

ELP 9-12.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate information <p>about familiar texts, topics, and experiences.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details <p>about familiar texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

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, quotations, 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.

W.2 cont.

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).

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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 9-10 ENGLISH LANGUAGE ARTS STANDARDS:

W.3 cont.

- 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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 4

ELP 9-12.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the 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, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

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.

W.1 cont.

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.

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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 9-10 ENGLISH LANGUAGE ARTS STANDARDS:

- 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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 5

ELP 9-12.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 5

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 9-10 ENGLISH LANGUAGE ARTS STANDARDS:

- W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- 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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 6

ELP 9-12.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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.
- EP3.** Construct valid arguments from evidence and critique the reasoning of others.
- EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
- EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

- MP1.** Make sense of problems and persevere in solving them.
- MP3.** Construct viable arguments and critique reasoning of others.

- SP1.** Ask questions and define problems.
- SP6.** Construct explanations and design solutions.
- SP7.** Engage in argument from evidence.
- SP8.** Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

- RI.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- W.1b.** 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.
- SL.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- 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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 7

ELP 9-12.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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 the task, purpose, and audience.
- EP6.** Use English structures to communicate context-specific messages.

- MP6.** Attend to precision.

- SP1.** Ask questions and define problems.
- SP6.** Construct explanations and design solutions.
- SP8.** Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

- W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- SL.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- 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.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 8

ELP 9-12.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., <i>affixes and root words</i>),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., <i>irony, hyperbole</i>), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analysis of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4 cont.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADE 9-10 ENGLISH LANGUAGE ARTS STANDARDS:

Literature cont.

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b.** Analyze nuances in the meaning of words with similar denotations.

Informational Text

- RL4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court case differs from that of a newspaper).

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 9

ELP 9-12.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

W.1c. Use words, phrases, and clauses as well as varied syntax 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.

W.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

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

SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 9-10 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 9-10: STANDARD 10

ELP 9-12.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., <i>noun, verb, adjective, adverbial and participial, prepositional, and absolute</i>) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

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

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 ELA STANDARDS:

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE 9-10 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 9-10 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and

WST

Writing in History/Social Studies,
Science and Technical Subjects
Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences)

GRADE 9-10: STANDARD 1

ELP 9-12.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., *visually, quantitatively, orally*) evaluating the credibility and accuracy of each source.

Science/Technical Subjects

RST.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

Science/Technical Subjects cont.

- RST.2.** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- RST.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- RST.7** Translate quantitative or technical information expressed in words in a text into visual form (e.g., a *table or chart*) and translate information expressed visually or mathematically (e.g., *in an equation*) into words.

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 2

ELP 9-12.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.1* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.1* cont.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 3

ELP 9-12.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate information <p>about familiar texts, topics, and experiences.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details <p>about familiar texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize 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, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

WHST.2 cont.

- d.** Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- 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).

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

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.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 4

ELP 9-12.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the 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, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

WHST.1 Write arguments focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

WHST.1 cont.

- 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

- 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.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 5

ELP 9-12.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 5

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

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.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 6

ELP 9-12.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

WHST.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

SL.3* Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 6

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

Science/Technical Studies

RST.8. Assess the extent to which the reasoning and evidence in a text support the author's claims, author's claim or a recommendation for solving a scientific or technical problem.

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 7

ELP 9-12.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

S6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 8

ELP 9-12.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analysis of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

History/ Social Studies

RH.4. Determine the meaning of words and phrases as they are used in the text, including vocabulary describing political, social, or economic aspects of history/social science

L. 4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4* cont.

- b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c.** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

- L.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b.** Analyze nuances in the meaning of words with similar denotations.

Science/Technical Subjects

- RST.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 9

ELP 9-12.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses as well as varied syntax 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.

WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

Grade 9-10 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 9-10: STANDARD 10

ELP 9-12.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., <i>noun, verb, adjective, adverbial and participial, prepositional, and absolute</i>) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

EP6. Use English structures to communicate context specific messages.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 9-10 LITERACY IN CONTENT AREA STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

L.3* Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

GRADE 11–12 ENGLISH LANGUAGE ARTS STANDARDS MATRIX

Use the **Grade 11–12 English Language Arts Standards Matrix** to identify Ohio’s Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio’s Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		CORRESPONDING STANDARDS FROM OHIO’S LITERACY STANDARDS FOR ENGLISH LANGUAGE ARTS				
		RL	RI	W	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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2, 3	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing		8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 3c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences)

GRADE 11-12: STANDARD 1

ELP 9-12.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

Literature

RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., *where a story is set, how the action is ordered, how the characters are introduced and developed*).

RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.1., RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

Informational Text

- RI.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 2

ELP 9-12.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.1. cont.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 3

ELP 9-12.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate information <p>about familiar texts, topics, and experiences.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details <p>about familiar texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 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.

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.2. cont.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - 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).
- W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.
- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 3

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

W.3 cont.

- 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- 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, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 4

ELP 9-12.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the 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, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 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, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.1. cont.

c. Use words, phrases, and clauses as well as varied syntax 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.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

- SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 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.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 5

ELP 9-12.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

W.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 5

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

- W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 6

ELP 9-12.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

RI.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, *presidential addresses*).

W.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

SL.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 7

ELP 9-12.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 8

ELP 9-12.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., <i>affixes and root words</i>),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., <i>irony, hyperbole</i>), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analysis of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

Literature

RL.4. Determine the meaning of words and phrases as they are used in the text, figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

- a.** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4. cont.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

b. Analyze nuances in the meaning of words with similar denotations.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

Informational Text

- RI.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term of terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10.)

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 9

ELP 9-12.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

W.1c. Use words, phrases, and clauses as well as varied syntax 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.

W.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., *a sense of mystery, suspense, growth, or resolution*).

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

SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Grade 11-12 English Language Proficiency Standards (w/English Language Arts Correspondences), cont.

GRADE 11-12: STANDARD 10

ELP 9-12.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., <i>noun, verb, adjective, adverbial, prepositional</i>) use simple clauses (e.g., <i>independent, dependent, relative, adverbial</i>) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., <i>noun, verb, adjective, adverbial and participial, prepositional, and absolute</i>) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

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

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 ELA STANDARDS:

- L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
 - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

GRADE 11-12 LITERACY IN CONTENT AREA STANDARDS MATRIX

Use the **Grade 11-12 Literacy Standards Matrix** to identify Ohio's Learning Standards for English Language Arts and their corresponding English Language Proficiency Standards. Click on the English Language Proficiency Standard number to go to the standard within this document. The reference codes for English language arts standards are a simplified version of those used in Ohio's Learning Standards; in particular, the grade level code was deleted since a teacher will be reading the matrix as it pertains to her/his grade level.

LEGEND FOR DOMAINS

RH

Reading in History/Social Studies

RST

Reading in Science and
Technical Subjects

WST

Writing in History/Social Studies,
Science and Technical Subjects

SL

Speaking and Listening

L

Language

ENGLISH LANGUAGE PROFICIENCY STANDARDS		LITERACY STANDARDS			ENGLISH LANGUAGE ARTS	
		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	
3	speak and write about grade-appropriate complex literary and informational texts and topics			2	4	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6
5	conduct research and evaluate and communicate findings to answer questions or solve problems			7, 8, 9	4	
6	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4, 5
9	create clear and coherent grade-appropriate speech and text			1c, 2c, 4	4, 6	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing					1, 3

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences)

GRADE 11-12: STANDARD 1

ELP 9-12.1	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

SP1. Ask questions and define problems.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 1

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

Science/Technical Subjects

- RST.1.** Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- RST.2.** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- RST.3.** Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- RST.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 2

ELP 9-12.2	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

SL.1* Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

SL.1* cont.

- c.** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d.** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 3

ELP 9-12.3	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate information <p>about familiar texts, topics, and experiences.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details <p>about familiar texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

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

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

MP6. Attend to precision.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

WHST.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

WHST.2. cont.

- d.** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- e.** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 4

ELP 9-12.4	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the 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, organization, and style are appropriate to task, purpose, and audience.

EP3. Construct valid arguments from evidence and critique the reasoning 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.

MP3. Construct viable arguments and critique reasoning of others.

MP6. Attend to precision.

SP4. Analyze and interpret data.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

WHST.1. Write arguments focused on discipline-specific content.

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST.1. cont.

- Use words, phrases, and clauses as well as varied syntax 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.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 4

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

- SL.4*** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 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.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 5

ELP 9-12.5	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analyses of a range of grade-level complex texts with evidence.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

EP6. Use English structures to communicate context specific messages.

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

SP3. Plan and carry out investigations.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

WHST.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.9. Draw evidence from informational texts to support analysis, reflection, and research.

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 5

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 6

ELP 9-12.6	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

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.

EP3. Construct valid arguments from evidence and critique the reasoning of others.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP7. Engage in argument from evidence.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

History/Social Studies

RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

WHST.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

SL.3* Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 6

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

Science/Technical Studies

RST.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 7

ELP 9-12.7	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.

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 the task, purpose, and audience.

EP6. Use English structures to communicate context specific messages.

MP6. Attend to precision.

SP1. Ask questions and define problems.

SP6. Construct explanations and design solutions.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

WHST.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

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.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 8

ELP 9–12.8	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., <i>affixes and root words</i>),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., <i>irony, hyperbole</i>), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>

WHEN ENGAGING IN ONE OR MORE OF THE FOLLOWING CONTENT-SPECIFIC PRACTICES:

EP1. Support analysis of a range of grade-level complex texts with evidence.

EP6. Use English structures to communicate context specific messages.

SP1. Ask questions and define problems.

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

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

Literature

RH.4. Determine the meaning of words and phrases as they are used in the text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. (e.g., how Madison defines faction in Federalist No. 10).

L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.4* cont.

- b.** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
- c.** Consult general and specialized reference materials (e.g., *dictionaries, glossaries, thesauruses*), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d.** Verify the preliminary determination of the meaning of a word or phrase (e.g., *by checking the inferred meaning in context or in a dictionary*).

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 8

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

- L5.** Demonstrate understanding of figurative language, world relationships, and nuances in word meanings.
- a.** Interpret figures of speech (e.g. hyperbole, paradox) in context and analyze their role in the text.
 - b.** Analyze nuances in the meaning of words with similar denotations.

Informational Text

- RST.4.** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 9

ELP 9-12.9	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.

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 the task, purpose, and audience.

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

SP7. Engage in argument from evidence.

MP3. Construct viable arguments and critique reasoning of others.

SP8. Obtain, evaluate, and communicate information.

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

WHST.1c Use words, phrases, and clauses as well as varied syntax 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.

WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

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

Grade 11-12 English Language Proficiency Standards (w/ Literacy in Content Area Correspondences), cont.

GRADE 11-12: STANDARD 10

ELP 9-12.10	BY THE END OF EACH ENGLISH LANGUAGE PROFICIENCY LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>An English Language Learner can</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., <i>noun, verb, adjective, adverbial, prepositional</i>) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., <i>noun, verb, adjective, adverbial and participial, prepositional, and absolute</i>) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.

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.

MP6. Attend to precision.

SP8. Obtain, evaluate, and communicate information.

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

WHEN ENGAGING IN TASKS ALIGNED WITH THE FOLLOWING OHIO'S GRADES 11-12 LITERACY IN CONTENT AREA STANDARDS:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.

L.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

Resources:

INSTRUCTIONAL GUIDELINES AND RESOURCES FOR ENGLISH LANGUAGE LEARNERS BASED ON OHIO'S NEW ENGLISH LANGUAGE PROFICIENCY STANDARDS

This document has been developed by the Lau Resource Center of the Ohio Department of Education as a resource to school district personnel in the use of the new English Language Proficiency Standards to inform instruction and support English language learners in their development of English language communication skills needed for success in school. Click on the following website link to access this useful resource:

<http://education.ohio.gov/Topics/Other-Resources/Limited-English-Proficiency/About-the-Lau-Resource-Center>

ELPA21 CONSORTIUM

Ohio is a member of the English Language Proficiency Assessment for the 21st Century (ELPA21) consortium. The mission of this consortium is to support educators, member states, and the public as they adopt and implement the English Language Proficiency Standards and college- and career-ready standards. Useful information and resources can be found on the ELPA21 website, which can be accessed via the following link:

<http://www.elpa21.org/>

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) **nókʷts*, "night"; the Hebrew **שלום** *shalom*, the Arabic **سلام** *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.) The Council of Chief State School Officers (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 English Language Proficiency 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).

Glossary, cont.

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 English Language Proficiency 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, English language proficiency embodies the belief that language development is ongoing. Multiple pathways to English language proficiency are possible, but the end goal for students’ progress in acquiring English is to ensure full participation of English language learners in school contexts.

EP: English language arts “practices,” which describe ways in which developing student practitioners of English language arts 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 English Language Arts standards writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original standards for English Language Arts.

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 Appendix A of Ohio’s Learning Standards for English Language Arts.)

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 phase 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.

Glossary, cont.

Frequently occurring words and phrases: As used in the English Language Proficiency 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 [Top 100 High-Frequency Words](#) (e.g., “the,” “a,” “and,” “but”). The term “basic” is not used in the English Language Proficiency 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 English Language Proficiency 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 [Ohio’s Learning Standards for English Language Arts](#) and [Defining the Core.](#))

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 Ohio’s Learning Standards for English Language Arts.

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 English language learners with communicative tasks that require students to create the sustained output necessary for second language development. (See [Principle 7 in Principles of Instructed Second Language Acquisition.](#))

Glossary, cont.

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 English Language Proficiency Standards for more information.)

Modeled sentences: As used in the English Language Proficiency 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 English Language Proficiency Standards include sentence frames, sentence stems, and sentence models.

MP: Ohio's Learning Standards for Mathematics 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 [Adding It Up proficiencies](#) (Kilpatrick, Swafford, & Findell, 2001) and the [NCTM process standards](#) (NCTM, 2000). They also descend from work on [Habits of Mind](#) (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland.

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

Organize: In the English Language Proficiency 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 English Language Proficiency 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).

Glossary, cont.

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 Ohio’s Learning Standards for English Language Arts, 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 English Language Proficiency 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 English Language Proficiency 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 English Language Proficiency 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 [Appendix F of the NGSS](#) (NGSS Lead States, 2013), chapter three of the [Science Framework for K-12 Science Education](#) (NRC, 2012) provides background on the development of the Science and Engineering Practices. For more information and examples, see [Bybee \(2011\)](#).

Variety of topics: As used in the English Language Proficiency 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 English Language Proficiency Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

Glossary, cont.

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 English language proficiency level.)

Academic vocabulary (see also Ohio’s Learning Standards for English Language Arts):

General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the English Language Proficiency 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 Ohio’s Learning Standards, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the English Language Proficiency Standards do not suggest that vocabulary taught to English language learners should be limited to only that defined by Ohio’s Learning Standards.)

[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.

References

- American Council on the Teaching of Foreign Languages (ACTFL). (2012). *ACTFL proficiency guidelines 2012*. Alexandria, VA: Author. Retrieved June 26, 2012, from <http://actflproficiencyguidelines2012.org/>.
- Bailey, A. L. (2010). Assessment of oral language in school. In M. James (Section Ed.), *International encyclopedia of education* (3rd ed.). Amsterdam, The Netherlands: Elsevier.
- Bailey, A.L., & Heritage, M. (2010). *English language proficiency assessment foundations: External judgments of adequacy*. Evaluating the Validity of English Language Proficiency Assessments (An Enhanced Assessment Grant). Retrieved July 3, 2013, from <http://www.eveaproject.com/doc/Generic%20ELPA%20Foundations%20Document%20FINAL%208%202%2010.pdf>.
- Bailey, A.L., & Heritage, M. (2008). *Formative assessment for literacy, grades K-6: Building reading and academic language skills across the curriculum*. Thousand Oaks, CA: Corwin/Sage Press.
- Brown, J.S., Collins, A. & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Bunch, G., Kibler, A., & Pimentel, S. (2013, May). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Retrieved July 12, 2013, from http://ell.stanford.edu/sites/default/files/events/Bunch-Kibler-Pimentel_AERA_2013-04-08.pdf.
- Bunch, G., Kibler, A., & Pimentel, S. (2012). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013, from <http://ell.stanford.edu/publication/realizing-opportunities-ells-common-core-english-language-arts-and-disciplinary-literacy>.
- Bybee, R. (2011). Scientific and engineering practices in the K-12 classroom: *Understanding a Framework for K-12 Science Education*. Arlington, VA: National Science Teachers Association. http://www.nsta.org/about/standardsupdate/resources/201112_Framework-Bybee.pdf.
- Byrnes, H., & Canale, M. (Eds.). (1987). *Defining and developing proficiency: Guidelines, implementations, and concepts*. Lincolnwood, IL: National Textbook Company.
- Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of Venn diagram created by the Understanding Language Initiative for English Language Proficiency Standards. Stanford, CA: Stanford University.
- Cook, H.G., White, P., Castro, M., Patton, M., & Bird, B. (2012). Meeting the language demands of Common Core State Standards: Sample English language proficiency descriptors for mathematics in grades 6-8. In Council of Chief State Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/TheCommon_Core_and_English_Language_Learners.html.

References, cont.

- Council of Chief State School Officers (CCSSO). (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: Author. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- DeCapua, A., & Marshall, H. W. (2011). *Breaking new ground: Teaching English learners with limited or interrupted formal education in U.S. secondary schools*. Ann Arbor, MI: University of Michigan Press.
- Driscoll, M. (1999). *Developing algebraic habits of mind: A framework for classroom questions aimed at understandings thinking*. Specifically the following sections were used: "Doing and undoing," "Building rules to represent functions," and "Abstracting from computation." Newton, MA: Education Development Center, Inc. Retrieved June 26, 2012, from <http://courses.edtechleaders.org/documents/Patterns/DriscollPart1.pdf>.
- Duranti, A., & Goodwin, C. (1992). *Rethinking context: Language as an interactive phenomenon*. New York: Cambridge University Press.
- Ellis, R. (2008a). *Principles of instructed second language acquisition*. Washington, DC: Center for Applied Linguistics. Retrieved January 21, 2013, from <http://www.cal.org/resources/digest/instructed2ndlang.html>.
- Ellis, R. (2008b). *The study of second language acquisition*. Oxford, UK: Oxford University Press.
- Ferguson, C. (1983). Sports announcer talk: Syntactic aspects of register variation. *Language and Society*, 12(2), 153-172.
- Fillmore, C. (1975). Topics in lexical semantics. In R.W. Cole (Ed.), *Current issues in linguistics* (pp. 76-138). Bloomington, IN: Indiana University Press.
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London, UK: Arnold.
- Hutchins, E. (1995). *Cognition in the wild*. Cambridge, Massachusetts: The MIT Press.
- Inside Mathematics. (2013). *The Common Core Standards for Mathematical Practice*. Palo Alto, CA: The Noyce Foundation. Retrieved August 29, 2013, from <http://www.insidemathematics.org/index.php/common-core-math-intro>.
- International Reading Association. (2009). *New literacies and 21st century technologies*. Newark, DE: Author. Retrieved August 18, 2013, from <http://www.reading.org/general/AboutIRA/PositionStatements/21stCenturyLiteracies.aspx>.
- Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: The National Academies Press.

References, cont.

- Lee, O., Quinn, H., & Valdes, G. (2013). Science and language for English language learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English language arts and mathematics. *Educational Researcher*, 42(4), 223-233. Retrieved June 26, 2013, from http://ell.stanford.edu/sites/default/files/3_EdResearcher%2011%20April%202013%20Lee_Quinn_Valdes%20copy.pdf.
- Lowe, P., Jr., & Stansfield, C. W. (Eds.). (1988). *Second language proficiency assessment: Current issues*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- Moschkovich, J. (2012). *Mathematics, the Common Core, and language: Recommendations for mathematics instruction for ELs aligned with the Common Core*. Stanford, CA: Understanding Language Initiative. Retrieved May 29, 2013, from http://ell.stanford.edu/sites/default/files/pdf/academic-papers/02-JMoschkovich%20Math%20FINAL_bound%20with%20appendix.pdf.
- National Council for Teachers of Mathematics (NCTM). (2000). *NCTM process standards*. Reston, VA: Author. Retrieved August 5, 2013, from <http://www.nctm.org/standards/content.aspx?id=322>.
- National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). (2010a). *Common core state standards*. Washington, DC: Authors. Retrieved January 3, 2011, from <http://www.corestandards.org/>.
- National Governors Association Center for Best Practices (NGA Center) and Council of Chief State School Officers (CCSSO). (2010b). *Application of common core state standards for English language learners*. Washington, DC: Authors. Retrieved May 2, 2013, from <http://www.corestandards.org/assets/application-for-english-learners.pdf>.
- National Research Council (NRC). (2012). *Science framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Retrieved May 15, 2013, from http://www.nap.edu/catalog.php?record_id=13165#. [Chapter 3 available at http://www.nap.edu/openbook.php?record_id=13165&page=41.]
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc.
- Next Generation Science Standards (NGSS) Lead States (2013). *Next generation science standards: Appendix F*. Washington, DC: National Academies of Science. Retrieved June 5, 2013, from http://www.nap.edu/openbook.php?record_id=18290&page=382.

References, cont.

Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93-102.

Understanding Language Initiative. (2012). *The purpose of English language proficiency standards, assessments, and instruction in an age of new standards: Policy statement from the Understanding Language Initiative*. Palo Alto, CA: Author. Retrieved July 29, 2013, from http://ell.stanford.edu/sites/default/files/ELP_task_force_report_rev.pdf.

Valdes, G., Walqui, A., Kibler, A., & Alvarez, L. (2012). Meeting the language demands of the Common Core State Standards: Sample English language proficiency descriptors. In Council of Chief State School Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.

Van Lier, L., & Walqui, A. (2012). *Language and the common core*. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013, from <http://ell.stanford.edu/sites/default/files/pdf/academic-papers/04-Van%20Lier%20Walqui%20Language%20and%20CCSS%20FINAL.pdf>.

Wax, M. (1993). How culture misdirects multiculturalism. *Anthropology & Education Quarterly* 24(2), 99-115.

Appendix A

PROFICIENCY LEVEL DESCRIPTORS FOR ENGLISH LANGUAGE PROFICIENCY STANDARDS



Proficiency Level Descriptors for English Language Proficiency Standards

1. A note on the use of the term Proficiency, rather than Performance, in this phrase: The English Language Proficiency Standards focus on proficiency levels rather than performance levels. For consistency with the English Language Proficiency Standards, this document uses the term Proficiency Level Descriptors, rather than Performance Level Descriptors as had been suggested in Perie (2008), a journal article that primarily focuses on creating proficiency level descriptors for content-area assessments. The descriptors detailed in this document address five English language proficiency levels; the uppermost English language proficiency level is part of the calculation of whether a student is fully English proficient.

2 As used in the English Language Proficiency Standards, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

3 As used in the English Language Proficiency Standards, the term language functions refers to what students do with language to accomplish content-specific tasks.

INTRODUCTION

The Council of Chief State School Officers utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English language proficiency standards (CCSSO, 2013). The English Language Proficiency Standards were developed for grades K, 1, 2-3, 4-5, 6-8, and 9-12 to highlight and elaborate upon the critical language, knowledge about language, and skills using language that are within college- and career-readiness standards in mathematics, science, and English language arts and that are necessary in order for English language learners to be successful in schools.

The purpose of this *Proficiency Level Descriptors¹ for English Language Proficiency Standards* document is to complement, rather than replace, the *English Language Proficiency Standards*. This document provides summary definitions and more detailed descriptions of what *English language learners' language forms²* might look like as English language learners gain proficiency with the strategic set of *language functions³* outlined in the English Language Proficiency Standards. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the proficiency level descriptors are situated.

PROFICIENCY LEVEL DESCRIPTOR SUMMARIES

In general, proficiency level descriptors provide “descriptions of the level of English language knowledge and skills required of each [proficiency] level” (Perie, 2008, p. 15). When designing the English Language Proficiency Standards, the language forms outlined in the proficiency level descriptors were embedded throughout the grade-level/grade-span English Language Proficiency Standards according to the grade-appropriate expectations that had been placed in each English Language Proficiency Standard.

High level summaries of the PLDs provide an overview in relation to:

1. The degree of control of English that English language learners typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the English Language Proficiency Standards; and
2. What the forms of English language learners' language-related performance typically look like.

TABLE 1. HIGH LEVEL SUMMARIES OF FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS

4 Referred to as the “word” level in Bailey & Heritage, 2008; Bailey, et al., (2013).

	BY THE END OF EACH ELP LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	1	2	3	4	5
PLD Summary	<ul style="list-style-type: none"> show limited control of English when participating in grade-appropriate classroom activities convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary 	<ul style="list-style-type: none"> show emerging control of English when participating in grade-appropriate classroom activities convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary 	<ul style="list-style-type: none"> show developing control of English when participating in grade-appropriate classroom activities use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary 	<ul style="list-style-type: none"> show increasingly independent control of English when participating in grade-appropriate classroom activities convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary 	<ul style="list-style-type: none"> show independent control of English when participating in grade-appropriate classroom activities convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

Additionally, once a student is considered English proficient for the purposes of English language learner assessment and eligibility for English language learner services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one’s lifetime.

DETAILED PROFICIENCY LEVEL DESCRIPTORS

The progressions shown in Table 2 provide more detailed information on the language forms which were embedded in the English Language Proficiency Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as English language learners develop use and control of the language functions needed to participate in content-specific practices (Bailey, Reynolds Kelly, Heritage, Jones & Bernstein-Blackstock, 2013; Bailey & Heritage, 2008; Cook, White, Castro, Patton, & Bird, 2012; Valdes, Walqui, Kibler, & Alvarez, 2012).

During development, the proficiency level descriptors in Table 2 were framed in relation to the “high-leverage characteristics” (Bailey, et al., 2013 p. 84) needed for addressing the language demands found within CCR standards, at the discourse, sentence, and vocabulary⁴ levels. Bailey and colleagues (2013) clarify that “Analogous to Stevens et al.’s (2009) notion of a hypothetical learning trajectory, linguistic hallmarks present the trajectory of individual linguistic and discourse features” (p.74) helping to delineate steps taken along the progression of English language development. Based on the authors’ preliminary analyses of pilot data, characteristics for discourse, sentence, and vocabulary levels include:

1. Discourse level: level of control over organization, cohesion, and overall stamina
2. Sentence level: sophistication of sentence structure
3. Vocabulary level: sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

TABLE 2. DETAILED PROFICIENCY LEVEL DESCRIPTORS FOR FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS ⁵

5 As a reminder: See the grade-level/grade-span Ohio's Learning Standards for English Language Arts for specific expectations around student English language proficiency-related performance.

	BY THE END OF EACH ELP LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	1	2	3	4	5
<p>Discourse Level</p> <p><i>What is the amount of content-specific language that can be quickly processed or easily produced?</i></p>	<ul style="list-style-type: none"> simple information about an event, experience, and/or topic short sentences composed of simple or predictable phrases or sentences limited (i.e., initial) cohesion among sentence structures 	<ul style="list-style-type: none"> a brief sequence of events in order and/or introduction of a topic with supporting details multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases 	<ul style="list-style-type: none"> related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) related paragraphs on grade-appropriate content-area texts developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions 	<ul style="list-style-type: none"> related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) multiple paragraphs containing a variety of sentences on grade-appropriate content-area text increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) 	<ul style="list-style-type: none"> complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation) multiple paragraphs, chapters, and essays on grade-appropriate content-area text accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events
<p>Sentence Level</p> <p><i>How much information is packed within a sentence structure (clause) or sentence?</i></p>	<p>syntactically simple sentences including:</p> <ul style="list-style-type: none"> verb tenses such as present, present progressive, simple future (going to), simple past modifiers such as adjectives, adverbs simple grammatical constructions (e.g. <i>commands, some wh-questions, declaratives</i>) common social and instructional patterns or forms 	<p>combinations of simple sentence structures including:</p> <ul style="list-style-type: none"> verb tenses such as past tense (irregular), past progressive, simple future modifiers such as frequently occurring prepositions, adjectives, adverbs repetitive phrases and sentence patterns across content areas 	<p>descriptive sentences characterized by frequently occurring complex sentence structures including:</p> <ul style="list-style-type: none"> verb tenses such as present perfect modifiers such as subordinating conjunctions, and prepositional phrases simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas 	<p>descriptive sentences characterized by increasingly complex sentence structures including:</p> <ul style="list-style-type: none"> verb tenses such as past perfect modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) expanded simple compound, and complex sentence patterns characteristic of content areas 	<p>descriptive sentences characterized by wide variety of sophisticated sentence structures including:</p> <ul style="list-style-type: none"> verb tenses such as passive voice and subjunctive modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) a wide range of idiomatic and unique sentence patterns characteristic of content areas

TABLE 2. DETAILED PROFICIENCY LEVEL DESCRIPTORS FOR FORMS EMBEDDED WITHIN THE ENGLISH LANGUAGE PROFICIENCY STANDARDS⁵, CONT.

	BY THE END OF EACH ELP LEVEL, AN ENGLISH LANGUAGE LEARNER CAN . . .				
	1	2	3	4	5
<p>Vocabulary Level</p> <p><i>What is the range and specificity of words, phrases, and expressions used?</i></p>	<p>a limited (i.e., initial) range of simple vocabulary including:</p> <ul style="list-style-type: none"> • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) • a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication 	<p>a simple vocabulary including:</p> <ul style="list-style-type: none"> • frequently occurring words and phrases • one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • frequently occurring pronouns used with increasing precise control • a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form 	<p>a developing vocabulary including:</p> <ul style="list-style-type: none"> • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions • an emerging awareness of how to create new words from familiar words (i.e., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words • relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>) • transparent idioms with developing grammatical complexity 	<p>a wider vocabulary including:</p> <ul style="list-style-type: none"> • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • an increasing number of intensive pronouns to add emphasis to a statement (e.g., <i>myself, ourselves</i>) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity 	<p>a wide vocabulary including:</p> <ul style="list-style-type: none"> • a larger proportion of vivid, less frequently occurring words and phrases • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns • opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

A NOTE ON TABLES 1 AND 2

The Levels 1-5 descriptors in Table 1 and Table 2 describe targets for English language learner performance by the end of each English language proficiency level. However, students may demonstrate a range of abilities within and across each English language proficiency level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within English language proficiency levels are based upon English language learners' native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1-5 descriptors describe proficiency at the end of each English language proficiency level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, English language learners may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, English language learner status is a temporary status, an English language proficiency level does not categorize a student (e.g., "a Level 1 student"), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

A NOTE ON SCAFFOLDING

While many English language proficiency standards' proficiency level descriptors include references to scaffolding, the proficiency level descriptors shown in this document do not include reference to scaffolding in relation to English language proficiency levels. As outlined in Guiding Principle 4 of the English Language Proficiency Standards, it is recommended that scaffolding should not be framed only as support to be provided to English language learners with lower levels of English language proficiency, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of English language proficiency. Guiding Principle 4 states:

English language learners at all levels of English language proficiency 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.* (CCSSO, 2013, p. 4; emphasis added)

It is important that educators use a more nuanced approach to scaffolding (Walqui, Bunch, Kibler, & Pimentel, 2013). Scaffolding can be provided to students throughout the process of English language proficiency, not just at the lower English language proficiency levels.

Students at *every* level of English language proficiency will engage in some academic tasks that require little or no scaffolding because the students have already mastered the requisite skills and language; other tasks that require moderate scaffolding because the students can carry out some aspects of the task independently but require linguistic or other support for other aspects; and tasks that require substantial scaffolding because they entail cognitively and linguistically unfamiliar and challenging content or skills. (Walqui et al., 2013, p. 5; emphasis in original)

References

- Bailey, A.L. (2013). *Implications of the Common Core for English Language Development/Proficiency (ELD/P) Standards: A role for learning progressions of language development*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Bailey, A.L., & Heritage, M. (2008). *Formative assessment for literacy, grades K-6: Building reading and academic language skills across the curriculum*. Thousand Oaks, CA: Corwin/Sage Press.
- Bailey, A.L., & Heritage, M. (2010). *English language proficiency assessment foundations: External judgments of adequacy*. Evaluating the Validity of English Language Proficiency Assessments (An Enhanced Assessment Grant). Retrieved July 3, 2013, from <http://www.eveaproject.com/doc/Generic%20ELPA%20Foundations%20Document%20FINAL%208%202%2010.pdf>.
- Bailey, A.L., & Kim Wolf, M. (2012). *The challenge of assessing language proficiency aligned to the Common Core State Standards and some possible solutions*. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013
- Bailey, A.L., Reynolds Kelly, K., Heritage, M., Jones, B. & Bernstein-Blackstock, A. (October, 2013). Creation and Study of Prototype Dynamic Language Learning Progressions and Development of the DRGON System: Pilot Phase Report- Revised. Unpublished Manuscript. The DLLP Project.
- Bunch, G., Kibler, A., & Pimentel, S. (2013, May). *Realizing opportunities for English learners in the Common Core English Language Arts and Disciplinary Literacy Standards*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Retrieved July 12, 2013
- Cook, H.G., White, P., Castro, M., Patton, M., & Bird, B. (2012). Meeting the language demands of Common Core State Standards: Sample English language proficiency descriptors for mathematics in grades 6-8. In Council of Chief State Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html
- Cowie, A.P. (1998) Introduction. In A.P. Cowie (Ed.), *Phraseology: Theory, analysis, and application* (pp. 1-20). Oxford, England: Clarendon Press Oxford.
- Council of Chief State School Officers (CCSSO). (2012). *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: Author. Retrieved November 3, 2012
- Council of Chief State School Officers (CCSSO). (2013). *English language proficiency standards*. Washington, DC: Author.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- Cummins, J. (2005). Language proficiency, bilingualism, and academic achievement. In P. Richard-Amato & M. Snow (Eds.), *Academic success for English language learners* (pp. 76-86). New York: Pearson.
- Duranti, A., & Goodwin, C. (1992). *Rethinking context: Language as an interactive phenomenon*. New York: Cambridge University Press.
- Ferguson, C. (1983). Sports announcer talk: Syntactic aspects of register variation. *Language and Society*, 12(2), 153-172.

References, cont.

- Fillmore, C. (1975). Topics in lexical semantics. In R.W. Cole (Ed.), *Current issues in linguistics* (pp. 76-138). Bloomington, IN: Indiana University Press.
- Gee, J. (1999). *An introduction to discourse analysis theory and method* (2nd ed.). New York: Routledge.
- Gibbons, P. (1993). *Learning to learn in a second language*. Portsmouth, NH: Heinemann.
- Lee, O., Quinn, H., & Valdes, G. (2013). Science and language for English language learners in relation to Next Generation Science Standards and with implications for Common Core State Standards for English language arts and mathematics. *Educational Researcher*, 42(4), 223-233. Retrieved June 26, 2013
- Perie, M. (2008). A guide to understanding and developing performance-level descriptors. *Educational Measurement: Issues and Practice*, 27(4), 15-29.
- Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93-102.
- Shuy, R. (1981). A holistic view of language. *Research in the Teaching of English*, 15, 101-111.
- Unsworth, L.(2001) Evaluating the language of different types of explanations in junior high school science texts. *International Journal of Science Education* 23(6):585-609
- Valdes, G., Walqui, A., Kibler, A., & Alvarez, L. (2012). Meeting the language demands of the Common Core State Standards: Sample English language proficiency descriptors. In Council of Chief State School Officers (CCSSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved November 3, 2012, from http://www.ccsso.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.
- Van Lier, L., & Walqui, A. (2012). Language and the common core. Stanford, CA: Understanding Language Initiative. Retrieved March 25, 2013, from <http://ell.stanford.edu/publication/language-and-common-core-state-standards>.
- Walqui, A., Bunch, G., Kibler, A., & Pimentel, S. (2013, May). Post-script. *Key reconceptualizations for ELA teachers in enacting effective instruction for ELLs in the Common Core*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA. Retrieved July 12, 2013, from http://ell.stanford.edu/sites/default/files/events/Bunch-Kibler-Pimentel_AERA_2013-04-08.pdf.