State of Connecticut English Language Proficiency (CELP) Standards

with Correspondences *to* K–12 English Language Arts (ELA), Mathematics, Connecticut C3 Social Studies, *and* Science Connecticut Core Practices, K–12 English Language Arts Connecticut Core Standards (CCS), *and* 6-12 Connecticut Core Standards for Literacy in the Content Areas

Connecticut English Language Proficiency (CELP) Standards

with Correspondences to K–12 Practices and Connecticut Core Standards

Introduction 1

How to Navigate this Document 2

Guiding Principles 4

Design Features of the Standards 6

The 10 CELP Standards 7

Organization of the CELP Standards in Relation to Participation in Content-Area Practices 8

Organization of the CELP Standards by Language Domain 9

CELP Standards with Proficiency Descriptors by Grade Level 10

CELP Standards K-12 Progressions with Proficiency Descriptors by Standard 39

Correspondences to Content Standards and Practices: 67

Design Features of the Correspondences with English Language Arts/Literacy Standards, Mathematics Practices, Science Practices, and CT Social Studies Framework Practices 68

What are the practices? 68

Venn diagram showing relationships and convergences among the Mathematics, Science, and ELA Practices 69

K-12 Practices Matrix 71

Kindergarten ELA Standards Matrix 73

Kindergarten Standards 74

Grade 1 ELA Standards Matrix 84

Grade 1: Standards 85

Grade 2 ELA Standards Matrix 95

Grade 2: Standards 96

Grade 3 ELA Standards Matrix 106

Grade 3: Standards 107
Grade 4 ELA Standards Matrix 117
Grade 4: Standards 118
Grade 5 ELA Standards Matrix 128
Grade 5: Standards 129
Grade 6 ELA Standards Matrix 139
Grade 6: Standards (w/ELA Correspondences) 140
Grade 6 Literacy Standards Matrix 150
Grade 6: Standards (w/Literacy in Content Area Correspondences) 151
Grade 7 ELA Standards Matrix 161
Grade 7: Standards (w/ELA Correspondences) 162
Grade 7 Literacy Standards Matrix 172
Grade 7: Standards (w/Literacy in Content Area Correspondences) 173
Grade 8 ELA Standards Matrix 183
Grade 8: Standards (w/ELA Correspondences) 184
Grade 8 Literacy Standards Matrix 194
Grade 8: Standards (w/Literacy in Content Area Correspondences) 195
Grade 9-10 ELA Standards Matrix 205
Grades 9-10: Standards (w/ELA Correspondences) 206
Grade 9-10 Literacy Standards Matrix 216
Grades 9-10: Standards (w/Literacy in Content Area Correspondences) 217
Grade 11-12 ELA Standards Matrix 227

Grades 11-12: Standards (w/ELA Correspondences) 228

Grade 11-12 Literacy Standards Matrix 238

Grades 11-12: Standards (w/Literacy in Content Area Correspondences) 239

CELP Standards Glossary of Terms 249

References 256

Connecticut English Language Proficiency (CELP) Standards--Linguistic Supports 260

Acronym Key for the CELP Standards 270

Introduction

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

The Connecticut English Language Proficiency (CELP) Standards are inherently different from other content area standards, in that they describe the language necessary for success in content area courses. Students enter programs at every grade level and there is no necessary connection between their grade level and their English proficiency. The demonstration of grade-level performance may be impacted by degree of English language proficiency. The CELP standards describe the language necessary for students to complete grade-appropriate tasks, while continually developing English proficiency. An individual student's proficiency may vary among the four skill areas of listening, speaking, reading and writing. This document is meant to be used in concert with other content area standards, as it describes the language English learners need to function within those grade level content areas.

The 10 ELP Standards highlight a strategic 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) which are needed by ELs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, "What might an EL's language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?"

How to Navigate this Document

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

Section:	**Go Here For…**
Guiding Principles	The *Guiding Principles* outline the research base for the CELP Standards.
The 10 CELP Standards	*The 10 CELP Standards* articulate the language needed for English Learners to successfully participate in any content-area classrooms in grades K-12.
CELP Standards with Proficiency Descriptors by Grade Level	*The CELP Standards with Proficiency Descriptions* are organized by grade level, so an educator can clearly identify the language expectations for ELs at different proficiency levels. For each CELP standard, proficiency descriptors are articulated for ELs at the five levels of English proficiency. The *CELP Standards with Proficiency Descriptors* is helpful for planning meaningful, appropriate instruction for ELs, addressing the linguistic needs appropriate to their proficiency levels.
CELP Standards K-12 Progressions with Proficiency Descriptors by Standard	*The CELP Standards with K-12 Progressions* are structured so that horizontally an educator can clearly see the progression through the language proficiency levels. Vertically, the *Progressions* include indicators that may appear to be similar or the same from one grade level to the next. This emphasizes that EL students must master these skills, regardless of the grade at which they begin their education as an EL, so that they can advance their English proficiency. The *Progressions* are another organization of the *CELP Standards with Proficiency Descriptors by Grade Level*. The content remains unchanged.
K-12 Practice Matrix	The *K-12 Practice Matrix* provides a quick reference for the correspondences between the CELP Standards and Content area "practices" in English language arts (See note on p. 71), mathematics, science, and social studies (See note on p. 72). This matrix can be helpful in designing instructional resources.

CELP Standards with Correspondences to Content Area Practices and Connecticut Core Standards	The *CELP Standards with Correspondences to Content Area Practices and Connecticut Core Standards* are organized by grade level and then by standard. For each grade level, there are the 10 CELP Standards with proficiency descriptors, correspondences to content area practices, and correspondences to Connecticut Core Standards for Literacy and Speaking and Listening. For grades 6-12, there is also a separate set of documents for correspondences to Connecticut Core Standards for Literacy in the Content Areas and Speaking and Listening.
CELP Glossary	The *CELP Glossary* defines terms that appear in the CELP Standards Document.
Linguistic Supports	The *Linguistics Supports e*xplain (with hyperlinks) the appropriate linguistic supports for students at different levels of English language proficiency and for particular content areas. The supports are not defined by grade level. Educators can use the resources as a menu of supports to be fitted to particular students, their needs, their grade level, and the applicable supports necessary to complete particular course activities. Particular attention should be paid to the needs of students in particular modalities (speaking, listening, reading, and writing).
Acronym Key	The *Acronym Key* gives a brief description of content area practices and also defines all the abbreviations found in the Connecticut Core Standards and the CELP Standards document. The key can be used when reading any portion of the standards document but is particularly when using the *CELP Standards with Correspondences to Content Area Practices and Connecticut Core Standards* section.

Guiding Principles

1. Potential

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

2. Funds of Knowledge

ELs' 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 ELs 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 EL Progress in Acquiring English Language Proficiency

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

4. Scaffolding

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

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

5. Students with Limited or Interrupted Formal Education
Students with limited, interrupted formal education have fewer years of education than their grade level peers. It is recommended that an appropriate plan is in place to accelerate the language and literacy in order to access grade level curriculum. ELs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCS) for ELA section "Reading: Foundational Skills" (NGA Center & CCSO, 2010) for this purpose.

6. Long Term English Language Learners (LTELLs)
Students whose language proficiency scores have been inconsistent or have plateaued and have been enrolled in the US schools for an extended amount of time (generally more than 6 years) are considered LTELLs. Often these students have higher levels of oral language in English and some content knowledge but they are lacking academic language proficiency in order to meet mastery. Educators should be aware of the different needs of this students and work to develop literacy, English, and content (Menken & Kleyn, 2009).

7. Special Needs
ELs with disabilities can benefit from English language development services (and it is recommended that language development goals be a part of their Individualized Education Plans [IEPs]). Educators should be aware that these students may take slightly different paths toward English language proficiency.

8. Designated Supports and Accommodations
Based on their individual needs, all ELs, including ELs with disabilities, should be provided designated 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 designated supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Standards. When identifying the designated supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider EL needs in relation to receptive and productive modalities.

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

Design Features of the Standards

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

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

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

An EL 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, EL 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").

The 10 CELP Standards

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

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

Organization of the CELP 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 ELs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

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

The CELP 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 CELP Standard and descriptor should be reached and what additional topics should be addressed.

Organization of the CELP Standards by Language Domain

The CELP 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 ELs to meaningfully engage with their peers during content area instruction. (Standards 9 and 10 address the linguistic structures of English and are framed in relation to the CCS for ELA Language domain.)

Modalities	Domains	Corresponding CELP Standards	
Receptive[3] 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)	Listening and Reading	1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8	Determine the meaning of words and phrases in oral presentations and literary and informational text
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)	Speaking and Writing	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
		7	Adapt language choices to purpose, task, and audience when speaking and writing
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)	Listening, Speaking, Reading, and Writing	2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		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

[2] The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).

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

CELP Standards with Proficiency Descriptors by Grade Level

Kindergarten CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds and oral presentations of information or stories	with prompting and supports, use an emerging set of strategies to: • identify some key words, attributes, and phrases from read-alouds and oral presentations	with prompting and supports, use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations	with prompting and supports, use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories or events • retell events from read-alouds, picture books, and oral presentations	with prompting and supports, use a wide range of strategies to: • identify main topics • answer questions about key details • retell stories and events from read-alouds, picture books, and oral presentations
K.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to • respond verbally and nonverbally to simple yes/no and some wh-questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • respond to simple yes/no and wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • follow some rules for discussion • respond to yes/no and wh- questions • make comments of his or her own about familiar topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer simple questions • follow increasing number of rules for discussion • make comments of his or her own about a variety of topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer questions • follow rules for discussion • contribute his or her own relevant comments about a variety of topics

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • tell or dictate messages • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events	with prompting and supports, • make oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events
K.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic, text, or experience	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, or experiences	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, experiences, or events
K.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or from a provided source	with prompting and supports, participate in shared research projects to answer a question • recall information from experience or use information from a provided source • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label information • present findings to a peer or small group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label and sort information into provided categories • present findings to a small or large group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from a variety of provided sources • label and sort information • present findings to a small or large group using drawings or illustrations, when useful

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • orally or nonverbally identify the opinion or preference of others	with prompting and supports, • orally identify the opinion or preference of others	with prompting and supports, • identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or speaker gives to support a point	with prompting and supports, • identify the main point of an author or speaker • identify the reasons an author or speaker gives to support main point
K.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate a developing awareness of the difference social language and language for the classroom	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate an awareness of differences between social language and language appropriate to the classroom
K.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, • 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	using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), • 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	using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -s, and some common prefixes and suffixes*), • 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

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience or a familiar story • describe objects in the environment using visual supports • use some frequently occurring linking words (e.g., *and, so*)	with prompting and supports, • orally retell a simple sequence of events from an experience or a familiar story • describe objects in the environment • use frequently occurring linking words (e.g. *and, so then*)	with prompting and supports, • orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end • describe objects in the environment • use frequently occurring linking words (e.g. *and, so, then*)	with prompting and supports, • retell a short sequence of events from an experience or a familiar story, including key details • describe the attributes and positions of objects in the environment • use frequently occurring linking words (e.g. *and, so, then*) and positional words (e.g., *above, beside*)
K.10	An EL can . . . make accurate use of Standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple yes/no questions in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring nouns and verbs • respond to simple wh-questions • produce a few simple sentences in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce simple sentences in shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce and expand simple sentences in shared language activities	with prompting and supports, • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer questions • produce and expand simple sentences in shared language activities

Grade 1 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds, picture books, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify key words, attributes, and phrases from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories and events, including key details from read-alouds, written texts, and oral presentations
1.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to • respond verbally and nonverbally to simple yes/no and some wh-questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer simple questions to gain information or clarify understanding about familiar topics	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • respond to the comments of others • make comments of his or her own about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • build on the comments of others • contribute his or her own relevant comments about a variety of topics and texts

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic messages using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • deliver short simple oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about familiar topics, stories, experiences, or events	• deliver short simple oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include relevant details about a variety of texts, topics, experiences, or events	• deliver oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include key details about a variety of texts, topics, experiences, or events
1.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment	with prompting and supports, • express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events	• introduce the topic • express opinions • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about a variety of texts topics, experiences, and events	• introduce the topic • express opinions • give a reason for the opinion • provide a sense of closure • use words and phrases acquired in conversations, reading, and being read to about a variety of texts, topics, experiences, or events
1.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from simple provided sources • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label information	with guidance and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources. • label and sort information into provided categories • present findings to a peer or small group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label and sort information • record some information/observations in simple notes • present findings to a small or large group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from a variety of provided sources. • record some information/observations in simple notes. • present findings to a small or large group using drawings or illustrations, when useful

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • use a few frequently occurring words and phrases to identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker identify a reason an author or a speaker gives to support a point	with guidance and supports, • identify the main point of an author or speaker identify one or two reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • identify reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • explain the reasons an author or a speaker gives to support the main point
1.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with guidance and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	• use some words learned through conversations, reading, and being read to • demonstrate awareness of differences between social language and language appropriate to the classroom	• use words learned through conversations, reading, and being read to • shift appropriately between social language and language appropriate to the classroom
1.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, • answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -ing, and some common prefixes and suffixes*), • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience, event, or a familiar story • present basic information • use of some frequently occurring linking words (e.g. *and, so*)	with guidance and supports, • retell a simple sequence of events or familiar story in the correct order • present basic information • use some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*)	• retell events or a story in sequence including key details • present basic information about a topic • use some temporal words (e.g., *next*, *after*),and some frequently occurring linking words (*and, so*) • provide some sense of closure	• retell a sequence of events or a story in the correct order including key details • introduce a topic • provide some related facts about a topic • use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) • provide some sense of closure
1.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • understand and use frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions	with prompting and supports, • recognize and use frequently occurring nouns, verbs, prepositions, and pronouns • produce simple sentences	with guidance and supports, • use some singular and plural nouns and pronouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts about familiar topics	• use an increasing number of singular and plural nouns, pronouns, 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	• use singular and plural nouns, and pronouns • use past, present, and future verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand a variety of simple and compound sentences in response to prompts

Grades 2-3 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • 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 from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications
2-3.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • 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	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • express his or her own ideas about a variety of topics and texts

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • deliver basic oral presentations • compose short written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives with drawings or illustrations • compose informational texts with drawings and illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	including key details, • deliver short oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events
2-3.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics or experiences	with prompting and supports, • express an opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give one or more reasons for the opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events	• introduce a topic • express opinions • create an organizational structure • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • label information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label information • record some information/observations in simple notes	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label and sort information into provided categories • record information/ observations in orderly notes. • present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into provided categories. • record information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into categories. • record key information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful
2-3.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes	• identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes	• identify the main point of an author or speaker • describe how reasons support the specific points an author or a speaker makes
2-3.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	with guidance and supports, • demonstrate awareness of differences between social language and language appropriate to the classroom • (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on visual aids, context, and knowledge of morphology in the native language, • 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, visual aids, and knowledge of morphology in the native language, • ask and answer simple questions about the meaning of 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 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, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) determine the meaning of 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 *-ed, -ing*, and some common prefixes and suffixes), • determine the meaning of words, phrases, and idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events
2-3.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • understand and use a small number of frequently occurring nouns and verbs • respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring collective nouns (e.g. *group*) and frequently occurring irregular plural nouns (e.g. children) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • 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	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) a few complex sentences	• use collective and commonly occurring abstract nouns (e.g. *childhood*) and reflexive pronouns • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences

Grades 4–5 CELP Standards Proficiency Descriptors

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

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to. about familiar texts, topics, events, or objects in the environment	with prompting and supports, • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary about familiar texts, topics, and experiences	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and experiences	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, and topics
4-5.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary	with guidance and supports, • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from a few provided sources • label some key information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • record some information	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from print and digital sources • identify and record key information in orderly notes • present findings in an oral or written text to a peer or small group	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources	• conduct short research projects to answer a question • 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 to support the analysis and reflection of the topic • present findings in an organized oral or written text • provide a list of sources
4-5.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • identify a point an author or speaker makes	with prompting and supports, • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • 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

	CELP Standards	By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use language for social and academic purposes • use some words learned through conversations, reading, and being read to	with guidance and supports, • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text	• adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases in speech and writing	• adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing
4-5.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in the native language, • 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 the native language, • determine the meaning of some frequently occurring words, phrases, and formulaic 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, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, • 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	using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as *-ed, -ing*, and some common prefixes and suffixes), • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section
4-5.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • produce and expand simple, compound, and complex sentences

Grades 6–8 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
6-8.2	An EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh-questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events
6-8.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations
6.8.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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
6-8.8	An EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section
6-8.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences

Grades 9–12 CELP Standards Proficiency Descriptors

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic	with guidance and supports, use a developing set of strategies to: • 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 parts of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • 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 EL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events
9-12.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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 EL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • cite specific textual evidence to thoroughly support the analysis

CELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.7	An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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 EL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • 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	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • 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

CELP Standards		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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
9-12.10	An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • produce and expand simple, compound, and complex sentences

CELP Standards K-12 Progressions with Proficiency Descriptors by Standard

***Standard 1*: An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds and oral presentations of information or stories	with prompting and supports, use an emerging set of strategies to: • identify some key words, attributes, and phrases from read-alouds and oral presentations	with prompting and supports, use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations	with prompting and supports, use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories or events • retell events from read-alouds, picture books, and oral presentations	with prompting and supports, use a wide range of strategies to: • identify main topics • answer questions about key details • retell stories and events from read-alouds, picture books, and oral presentations
Grade 1	with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds, picture books, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify key words, attributes, and phrases from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify main topics • answer questions about key details • retell some key details or events from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories and events, including key details from read-alouds, written texts, and oral presentations
Grades 2-3	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • 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 from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications

Standard 1: An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 4-5	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell/describe a few key details from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • determine the main idea or theme • retell/describe a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or theme • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations
Grades 6-8	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
Grades 9-12	with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic	with guidance and supports, use a developing set of strategies to: • 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 parts of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • 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

***Standard 2*: An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • respond to simple yes/no and wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • follow some rules for discussion • respond to yes/no and wh- questions • make comments of his or her own about familiar topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer simple questions • follow increasing number of rules for discussion • make comments of his or her own about a variety of topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer questions • follow rules for discussion • contribute his or her own relevant comments about a variety of topics
Grade 1	with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • take turns • respond to yes/no and wh- questions about familiar topics	with guidance and supports, • participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer simple questions to gain information or clarify understanding about familiar topics	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • respond to the comments of others • make comments of his or her own about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • build on the comments of others • contribute his or her own relevant comments about a variety of topics and texts

Standard 2: An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • 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	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • express his or her own ideas about a variety of topics and texts
Grades 4-5	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond verbally and nonverbally to simple questions and some wh-questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond to simple questions and wh-questions • present information and ideas about familiar topics and texts	with guidance and supports, • participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary • respond to others' comments • add some comments of his or her own • ask and answer questions to gain information or clarify understanding about familiar topics and texts	• participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts	• participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary • 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 about a variety of topics and texts

Standard 2: An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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 9-12	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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

***Standard 3*: An EL can speak and write about grade-appropriate complex literary and informational texts and topics.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • tell or dictate messages • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events	with prompting and supports, • make oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events
Grade 1	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic messages using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • deliver short simple oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about familiar topics, stories, experiences, or events	• deliver short simple oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include relevant details about a variety of texts, topics, experiences, or events	• deliver oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include key details about a variety of texts, topics, experiences, or events

Standard 3: An EL can speak and write about grade-appropriate complex literary and informational texts and topics.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • deliver basic oral presentations • compose short written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives with drawings or illustrations • compose informational texts with drawings and illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	including key details, • deliver short oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events
Grades 4-5	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, events, or objects in the environment	with prompting and supports, • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary about familiar texts, topics, and experiences	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and experiences	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, and topics

Standard 3: An EL can speak and write about grade-appropriate complex literary and informational texts and topics.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events
Grades 9-12	with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events

***Standard 4*: An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic, text, or experience	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, or experiences	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, experiences, or events
Grade 1	with prompting and supports, • verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment	with prompting and supports, • express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events	• introduce the topic • express opinions • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about a variety of texts topics, experiences, and events	• introduce the topic • express opinions • give a reason for the opinion • provide a sense of closure • use words and phrases acquired in conversations, reading, and being read to about a variety of texts, topics, experiences, or events
Grades 2-3	with prompting and supports, • verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics or experiences	with prompting and supports, • express an opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give one or more reasons for the opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events	• introduce a topic • express opinions • create an organizational structure • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events

Standard 4: An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 4-5	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary	with guidance and supports, • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary
Grades 6-8	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary
Grades 9-12	with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

***Standard 5*: An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or from a provided source	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from a provided source • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label information • present findings to a peer or small group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label and sort information into provided categories • present findings to a small or large group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from a variety of provided sources • label and sort information • present findings to a small or large group using drawings or illustrations, when useful
Grade 1	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from simple provided sources • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label information	with guidance and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources. • label and sort information into provided categories • present findings to a peer or small group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label and sort information • record some information/observations in simple notes • present findings to a small or large group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from a variety of provided sources. • record some information/observations in simple notes. • present findings to a small or large group using drawings or illustrations, when useful

Standard 5: An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • label information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label information • record some information/observations in simple notes	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label and sort information into provided categories • record information/ observations in orderly notes. • present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into provided categories. • record information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into categories. • record key information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful
Grades 4-5	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from a few provided sources • label some key information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • record some information	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from print and digital sources • identify and record key information in orderly notes • present findings in an oral or written text to a peer or small group	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources	• conduct short research projects to answer a question • 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 to support the analysis and reflection of the topic • present findings in an organized oral or written text • provide a list of sources

Standard 5: An EL can conduct research and evaluate and communicate findings to answer questions or solve problems.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations
Grades 9-12	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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

***Standard 6*: An EL can analyze and critique the arguments of others orally and in writing.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • orally or nonverbally identify the opinion or preference of others	with prompting and supports, • orally identify the opinion or preference of others	with prompting and supports, • identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or speaker gives to support a point	with prompting and supports, • identify the main point of an author or speaker • identify the reasons an author or speaker gives to support main point
Grade 1	with prompting and supports, • use a few frequently occurring words and phrases to identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support a point	with guidance and supports, • identify the main point of an author or speaker • identify one or two reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • identify reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • explain the reasons an author or a speaker gives to support the main point
Grades 2-3	with prompting and supports, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes	• identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes	• identify the main point of an author or speaker • describe how reasons support the specific points an author or a speaker makes
Grades 4-5	with prompting and supports, • identify a point an author or speaker makes	with prompting and supports, • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • 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

Standard 6: An EL can analyze and critique the arguments of others orally and in writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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
Grades 9-12	with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • cite specific textual evidence to thoroughly support the analysis

***Standard 7*: An EL can adapt language choices to purpose, task, and audience when speaking and writing.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate a developing awareness of the difference social language and language for the classroom	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate an awareness of differences between social language and language appropriate to the classroom
Grade 1	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with guidance and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to • demonstrate awareness of the difference between social language and language for the classroom	• use some words learned through conversations, reading, and being read to • demonstrate awareness of differences between social language and language appropriate to the classroom	• use words learned through conversations, reading, and being read to • shift appropriately between social language and language appropriate to the classroom
Grades 2-3	with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	with guidance and supports, • demonstrate awareness of differences between social language and language appropriate to the classroom • (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts

Standard 7: An EL can adapt language choices to purpose, task, and audience when speaking and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 4-5	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use language for social and academic purposes • use some words learned through conversations, reading, and being read to	with guidance and supports, • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text	• adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases in speech and writing	• adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing
Grades 6-8	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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 9-12	with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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

***Standard 8*: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, • 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	using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), • 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	using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -s, and some common prefixes and suffixes*), • 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
Grade 1	relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, • answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -ing, and some common prefixes and suffixes*) • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	relying on visual aids, context, and knowledge of morphology in the native language, • 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, visual aids, and knowledge of morphology in the native language, • ask and answer simple questions about the meaning of 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 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, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) determine the meaning of 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 *-ed, -ing*, and some common prefixes and suffixes), • determine the meaning of words, phrases, and idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events
Grades 4-5	relying on context, visual aids, and knowledge of morphology in the native language, • 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 the native language, • determine the meaning of some frequently occurring words, phrases, and formulaic 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, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, • 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	using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as *-ed, -ing*, and some common prefixes and suffixes), • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic
Grades 4-5	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section

Standard 8: An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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 9-12	relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • 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	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • 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

***Standard 9*: An EL can create clear and coherent grade-appropriate speech and text.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience or a familiar story • describe objects in the environment using visual supports • use some frequently occurring linking words (e.g., *and, so*)	with prompting and supports, • orally retell a simple sequence of events from an experience or a familiar story • describe objects in the environment • use frequently occurring linking words (e.g. *and, so then*)	with prompting and supports, • orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end • describe objects in the environment • use frequently occurring linking words (e.g. *and, so, then*)	with prompting and supports, • retell a short sequence of events from an experience or a familiar story, including key details • describe the attributes and positions of objects in the environment • use frequently occurring linking words (e.g. *and, so, then*) and positional words (e.g., *above, beside*)
Grade 1	with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience, event, or a familiar story • present basic information • use of some frequently occurring linking words (e.g. *and, so*)	with guidance and supports, • retell a simple sequence of events or familiar story in the correct order • present basic information • use some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*)	• retell events or a story in sequence including key details • present basic information about a topic • use some temporal words (e.g., *next*, *after*),and some frequently occurring linking words (*and, so*) • provide some sense of closure	• retell a sequence of events or a story in the correct order including key details • introduce a topic • provide some related facts about a topic • use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) • provide some sense of closure

Standard 9: An EL can create clear and coherent grade-appropriate speech and text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic
Grades 4-5	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section

Standard 9: An EL can create clear and coherent grade-appropriate speech and text.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section
Grades 9-12	with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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

***Standard 10*: An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.**

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Kindergarten	with prompting and supports, • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple yes/no questions in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring nouns and verbs • respond to simple wh-questions • produce a few simple sentences in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce simple sentences in shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce and expand simple sentences in shared language activities	with prompting and supports, • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer questions • produce and expand simple sentences in shared language activities
Grade 1	with prompting and supports, • understand and use frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions	with prompting and supports, • recognize and use frequently occurring nouns, verbs, prepositions, and pronouns • produce simple sentences	with guidance and supports, • use some singular and plural nouns and pronouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts about familiar topics	• use an increasing number of singular and plural nouns, pronouns, 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	• use singular and plural nouns, and pronouns • use past, present, and future verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand a variety of simple and compound sentences in response to prompts

Standard 10: An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 2-3	with prompting and supports, • understand and use a small number of frequently occurring nouns and verbs • respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring collective nouns (e.g. *group*) and frequently occurring irregular plural nouns (e.g. children) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • 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	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) a few complex sentences	• use collective and commonly occurring abstract nouns (e.g. *childhood*) and reflexive pronouns • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences
Grades 4-5	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • produce and expand simple, compound, and complex sentences

Standard 10: An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing.

	By the end of each English language proficiency level, an EL can . . .				
	Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
Grades 6-8	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences
Grades 9-12	with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • produce and expand simple, compound, and complex sentences

Correspondences to Content Standards and Practices:

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

Design Features of the Correspondences with English Language Arts/Literacy Standards, Mathematics Practices, Science Practices, and CT Social Studies Framework Practices

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

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

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

What are the practices?

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

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

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

[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 ELP Standards that correspond to the state's college-and-career-ready standards.

Venn diagram showing relationships and convergences among the Mathematics, Science, and ELA Practices

Relationships and Convergences

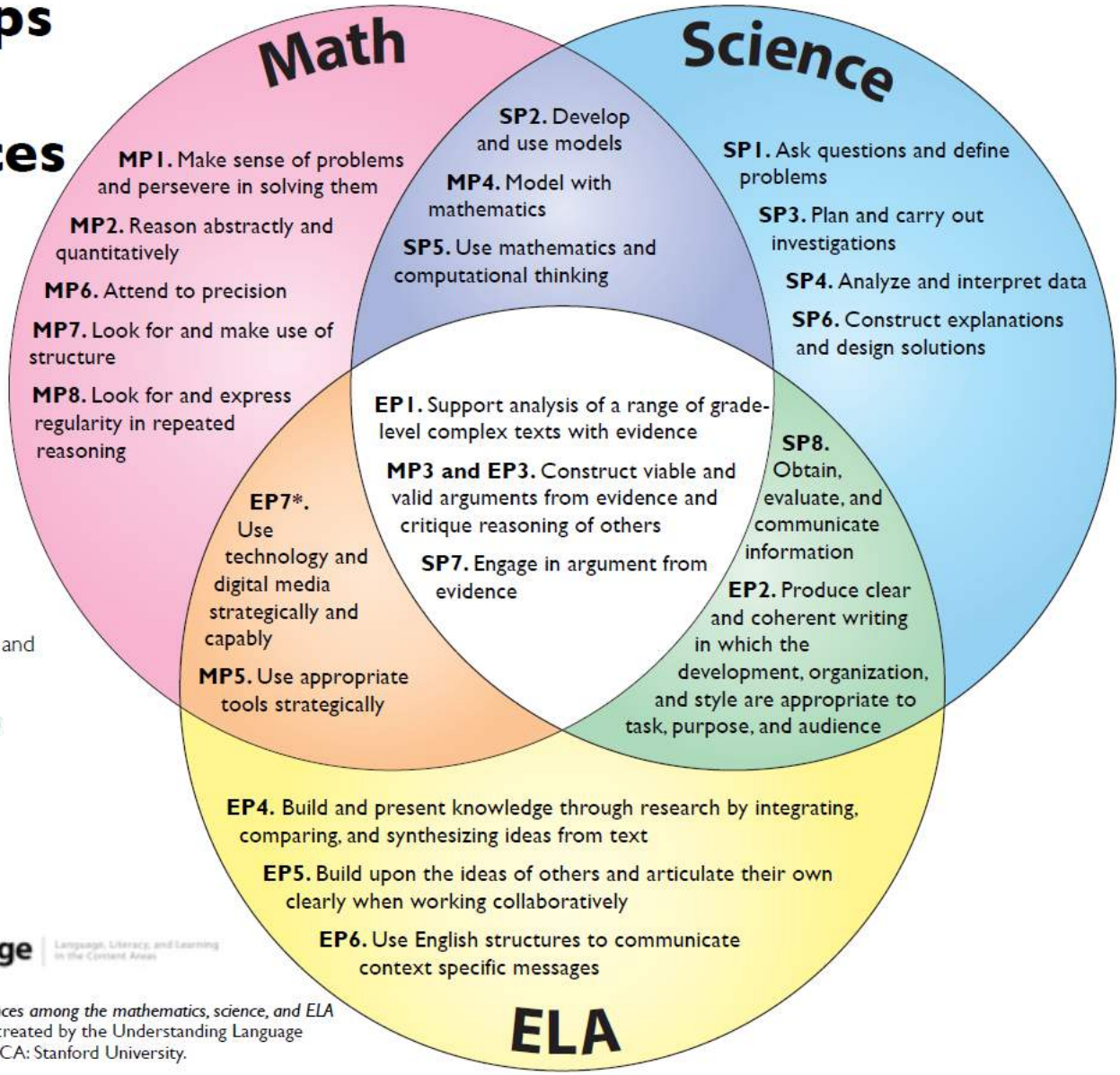
Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

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

Stanford
GRADUATE SCHOOL OF EDUCATION

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

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



Why are no correspondence analyses shown between the CELP Standards and the CCS for Standards for Mathematical Content and the NGSS Core Ideas?

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

> The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematicians used to think. If we think of the Mathematical Practices (MP) [the *Standards for Mathematical Practice*] as the reading and writing (R&W) of mathematics and the content standards (C) as the literature (L) —
>
> MP : C :: R&W : L, or, equivalently, MP : R&W :: C : L
>
> — then it makes more sense to correspond to the *Standards for Mathematical Practice* (R&W) as opposed to the *Standards for Mathematical Content* (C) (P. Daro, personal communication, July 19, 2013).

How do the practices interrelate?

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

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

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

[6] See the "Found in" section of Figure 1 for information on the sources for this diagram. Background: The ELA "Practices" in the Venn diagram were originally based on an analysis of the CCS for ELA student capacity portraits (Source 2a). For the purposes of the CELP Standards, the ELA "Practices" shown in the Venn diagram were reframed in relation to the particular ELA "Practices" created for the ELPD Framework (Source 2b).

K-12 Practices Matrix

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

Practices	CELP Standards									
ELA "Practices"[7] (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	MP3	MP3	MP3			MP3	
MP4. Model with mathematics.			MP4				MP4		MP4	
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.	MP7									
MP8. Look for and express regularity in repeated reasoning.	MP8									

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	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

[7] While the CCS for mathematics and the NGSS explicitly state key practices and core ideas for their respective discipline, the corresponding features in the ELA charts were identified through a close analysis of the priorities contained within the standards themselves (because the CCS for ELA do not explicitly identify key practices and core ideas) (CCSO, 2012, p. 16).

CT Social Studies Inquiry Practices (InP)	1	2	3	4	5	6	7	8	9	10
InP.1-4* Construct and critique both compelling and supporting questions that advance and frame inquiry	InP.1-4	InP.1-4	InP.1-4				InP.1-4			
InP.5 Determine helpful sources to answer questions	InP.5				InP.5	InP.5		InP.5		
InP.6-8 Gather and evaluate a range of sources	InP.6-8	InP.6-8	InP.6-8		InP.6-8	InP.6-8		InP.6-8		
InP.9 Develop claims and counterclaims using evidence	InP.9		InP.9	InP.9			InP.9			
InP.10 Construct and critique valid arguments using claims and evidence	InP.10	InP.10	InP.10		InP.10	InP.10	InP.10			
InP.11 Construct and critique explanations with reasoning, correct sequence, relevant details, examples, and data	InP.11	InP.11	InP.11		InP.11		InP.11		InP.11	
InP.12-14 Communicate and critique conclusions		InP.12-14	InP.12-14		InP.12-14	InP.12-14	InP.12-14		InP.12-14	InP.12-14
InP.15-17 Take informed action		InP.15-17	InP.15-17	InP.15-17	InP.15-17		InP.15-17			

**Note that the numbering of the CT Social Studies Inquiry Practices corresponds to the Inquiry Objectives in the CT Social Studies Framework.*

Kindergarten ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Kindergarten Standard 1

CELP.K.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing...

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words/attributes from read-alouds and oral presentations of information or stories	with prompting and supports, use an emerging set of strategies to: • identify some key words, attributes, and phrases from read-alouds and oral presentations	with prompting and supports, use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations	with prompting and supports, use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories or events • retell events from read-alouds, picture books, and oral presentations	with prompting and supports, use a wide range of strategies to: • identify main topics • answer questions about key details • retell stories and events 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 texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

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

Literature	Informational Text
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).	RI.2. Identify the main topic and retell key details of a text. RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.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).

RL.1., RI.1. With prompting and support, ask and answer questions about key details 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 2

CELP.K.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions…

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • respond to simple yes/no and wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • follow some rules for discussion • respond to yes/no and wh-questions • make comments of his or her own about familiar topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer simple questions • follow increasing number of rules for discussion • make comments of his or her own about a variety of topics	with prompting and supports, • participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to • ask and answer questions • follow rules for discussion • contribute his or her own relevant comments 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 Kindergarten ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 3

CELP.K.3.An EL can speak and write about grade-appropriate complex literary and informational texts and topics...

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with prompting and supports, • tell or dictate messages • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events	with prompting and supports, • make oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9 Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 4

CELP.K.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience	with prompting and supports, • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic, text, or experience	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, or experiences	with prompting and supports, • introduce the topic • express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, 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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 5

CELP.K.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or from a provided source	with prompting and supports, participate in shared research projects to answer a question • recall information from experience or use information from a provided source • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label information • present findings to a peer or small group using drawings or illustrations, when useful	with prompting and supports, • participate in shared research projects to answer a question • recall information from experience or use information from provided sources • label and sort information into provided categories • present findings to a small or large group using drawings or illustrations, when useful	with prompting and supports, participate in shared research projects to answer a question • recall information from experience or use information from a variety of provided sources • label and sort information • present findings to a small or large group using drawings or illustrations, when useful

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 6

CELP.K.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • orally or nonverbally identify the opinion or preference of others	with prompting and supports, • orally identify the opinion or preference of others	with prompting and supports, • identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or speaker gives to support a point	with prompting and supports, • identify the main point of an author or speaker • identify the reasons an author or speaker gives to support 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 7

CELP.K.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate a developing awareness of the difference social language and language for the classroom	with prompting and supports, • use words learned through conversations, reading, and being read to • demonstrate an awareness of differences between social language and language appropriate to the classroom

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 8

CELP.K.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, • 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	using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), • 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	using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -s, and some common prefixes and suffixes*), • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 ELA CCS Standards:

Literature	Informational Text
RL.4. Ask and answer questions about unknown words in a text.	RI.4. With prompting and support, 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*).
- 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 9

CELP.K.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience or a familiar story • describe objects in the environment using visual supports • use some frequently occurring linking words (e.g., *and, so*)	with prompting and supports, • orally retell a simple sequence of events from an experience or a familiar story • describe objects in the environment • use frequently occurring linking words (e.g. *and, so then*)	with prompting and supports, • orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end • describe objects in the environment • use frequently occurring linking words (e.g. *and, so*, *then*)	with prompting and supports, • retell a short sequence of events from an experience or a familiar story, including key details • describe the attributes and positions of objects in the environment • use frequently occurring linking words (e.g. *and, so, then*) and positional words (e.g., *above, beside*)

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Kindergarten ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Kindergarten: Standard 10

CELP.K.10.An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple yes/no questions in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring nouns and verbs • respond to simple wh- questions • produce a few simple sentences in familiar shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce simple sentences in shared language activities	with prompting and supports, • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce and expand simple sentences in shared language activities	with prompting and supports, • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer questions • produce and expand simple sentences in shared language activities

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

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

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

Grade 1 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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, 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	
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

Legend for Domains

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

Grade 1: Standard 1

CELP.1.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words/ attributes from read-alouds, picture books, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify key words, attributes, and phrases from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, 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 texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 1 ELA CCS 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.

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.

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

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

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 1: Standard 2

CELP.1.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to • respond verbally and nonverbally to simple yes/no and some wh- questions about familiar topics	with prompting and supports, • participate in short conversations using words and phrases acquired in conversations, reading, and being read to • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short discussions, conversations, and short written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer simple questions to gain information or clarify understanding about familiar topics	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • respond to the comments of others • make comments of his or her own about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to • follow rules for discussion • ask and answer questions to gain information or clarify understanding • build on the comments of others • contribute his or her own relevant 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 1: Standard 3

CELP.1.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • communicate basic messages using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • deliver short simple oral presentations • compose short written texts including drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to about familiar topics, stories, experiences, or events	• deliver short simple oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include relevant details about a variety of texts, topics, experiences, or events	• deliver oral presentations • compose written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to • include key details about a variety of texts, topics, experiences, or events

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS 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: Standard 4

CELP.1.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express a preference or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or objects in the environment	with prompting and supports, • express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about familiar stories, experiences, or events	• introduce the topic • express opinions • give a reason for the opinion • use words and phrases acquired in conversations, reading, and being read to about a variety of texts topics, experiences, and events	• introduce the topic • express opinions • give a reason for the opinion • provide a sense of closure • use words and phrases acquired in conversations, reading, and being read to 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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS 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.

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

Grade 1: Standard 5

CELP.1.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from simple provided sources • label information	with prompting and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label information	with guidance and supports, • participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label and sort information into provided categories • present findings to a peer or small group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from provided sources • label and sort information • record some information/observations in simple notes • present findings to a small or large group using drawings or illustrations, when useful	• participate in shared research projects to answer a question • recall information from experiences • gather information from a variety of provided sources • record some information/observations in simple notes • present findings to a small or large group using drawings or illustrations, when useful

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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: Standard 6

CELP.1.6.An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a few frequently occurring words and phrases to identify the main point of an author or speaker	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support a point	with guidance and supports, • identify the main point of an author or speaker • identify one or two reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • identify reasons an author or a speaker gives to support the main point	• identify the main point of an author or speaker • explain the 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 1: Standard 7

CELP.1.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and the context of some words learned through conversations, reading, and being read to	with guidance and supports, • use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	• use some words learned through conversations, reading, and being read to • demonstrate awareness of differences between social language and language appropriate to the classroom	• use words learned through conversations, reading, and being read to • shift appropriately between social language and language appropriate to the classroom

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 1: Standard 8

CELP.1.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on prompting, context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using prompting, context, visual aids, and knowledge of morphology in the native language, • answer simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology, • answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -ing, and some common prefixes and suffixes*), • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and 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. EP6. Use English structures to communicate context-specific messages.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 ELA CCS Standards:

Literature

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

Informational Text

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

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.

a. Use sentence-level context as a clue to the meaning of a word or phrase.
b. Use frequently occurring affixes as a clue to the meaning of a word.
c. 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.

a. Sort words into categories (e.g., *colors, clothing*) to gain a sense of the concepts the categories represent.
b. Define words by category and by one or more key attributes (e.g., *a duck is a bird that swims; a tiger is a large cat with stripes*).
c. Identify real-life connections between words and their use (e.g., *note places at home that are cozy*).
d. 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 1: Standard 9

CELP.1.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • put events in order from an experience or familiar story • point to or match attributes of objects in the environment	with prompting and supports, • orally retell several events from an experience, event, or a familiar story • present basic information • use of some frequently occurring linking words (e.g. *and, so*)	with guidance and supports, • retell a simple sequence of events or familiar story in the correct order • present basic information • use some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*)	• retell events or a story in sequence including key details • present basic information about a topic • use some temporal words (e.g., *next*, *after*),and some frequently occurring linking words (*and, so*) • provide some sense of closure	• retell a sequence of events or a story in the correct order including key details • introduce a topic • provide some related facts about a topic • use temporal words accurately to signal event order and using frequently occurring conjunctions (linking words or phrases) • provide some sense of closure

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 1 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 1: Standard 10

CELP.1.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • understand and use frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions	with prompting and supports, • recognize and use frequently occurring nouns, verbs, prepositions, and pronouns • produce simple sentences	with guidance and supports, • use some singular and plural nouns and pronouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts about familiar topics	• use an increasing number of singular and plural nouns, pronouns, 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	• use singular and plural nouns, and pronouns • use past, present, and future verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand a variety of simple and compound sentences in response to prompts

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 1 ELA CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
- d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
- e. 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).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Grade 2 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grade 2: Standard 1

CELP.2-3.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • 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 from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:

Literature	Informational Text
RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RL.3. Describe how characters in a story respond to major events and challenges.	RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
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.	RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

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

Grade 2: Standard 2

CELP.2-3.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	*Level 3*	Level 4	Level 5
with prompting and supports, • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • 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	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • express his or her own ideas about a variety of topics and texts

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS 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 2 topics and texts with peers and adults in small and larger groups.

a. 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).
b. Build on others' talk in conversations by linking their comments to the remarks of others.
c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade 2: Standard 3

CELP.2-3.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics…

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • deliver basic oral presentations • compose short written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives with drawings or illustrations • compose informational texts with drawings and illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	including key details, • deliver short oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS 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.

Grade 2: Standard 4

CELP.2-3.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics or experiences	with prompting and supports, • express an opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give one or more reasons for the opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events	• introduce a topic • express opinions • create an organizational structure • give several reasons for the opinions • provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words 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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 2: Standard 5

CELP.2-3.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems…

By the <u>end</u> of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • label information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label information • record some information/observations in simple notes	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label and sort information into provided categories • record information/ observations in orderly notes. • present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into provided categories. • record information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into categories. • record key information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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.

Grade 2: Standard 6

CELP.2-3.6. An EL can analyze and critique the arguments of others orally and in writing…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes	• identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes	• identify the main point of an author or speaker • describe how reasons support the specific points an author or a speaker makes

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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.

Grade 2: Standard 7

CELP.2-3.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	with guidance and supports, • demonstrate awareness of differences between social language and language appropriate to the classroom • (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 2: Standard 8

CELP.2-3.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational texts…

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
relying on visual aids, context, and knowledge of morphology in the native language,	using context, visual aids, and knowledge of morphology in the native language,	using context, some visual aids, reference materials, and a developing knowledge of English morphology,	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as *-ed, -ing*, and some common prefixes and suffixes),
• recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions	• ask and answer simple questions about the meaning of frequently occurring words, phrases, and formulaic expressions	• determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions	• determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary	• determine the meaning of words, phrases, and idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary
in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events	in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events	in oral presentations and written texts about a variety of topics, experiences, or events

when engaging in one or 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 2 ELA CCS Standards:

Literature	Informational Text
RL.4. Ask and answer questions about unknown words in a text.	RI.4. With prompting and support, 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.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 2: Standard 9

CELP.2-3.9. An EL can create clear and coherent grade-appropriate speech and text…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 2 ELA CCS 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.

Grade 2: Standard 10

CELP.2-3.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • understand and use a small number of frequently occurring nouns and verbs • respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring collective nouns (e.g. *group*) and frequently occurring irregular plural nouns (e.g. children) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • 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	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) a few complex sentences	• use collective and commonly occurring abstract nouns (e.g. *childhood*) and reflexive pronouns • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • (at Grade 3) use comparative and superlative 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 2 ELA CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 3 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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	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					

Legend for Domains

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

Grade 3: Standard 1

CELP.2-3.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing…

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • 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 from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

Literature	Informational Text
RL.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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 that pertains to time, sequence, and cause/effect.
RL.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	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).
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.	

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 3: Standard 2

***CELP.2-3.2. An EL can* participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .**

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • occasionally participate in short conversations using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • respond verbally and nonverbally to yes/no and some wh-questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations, discussions, and simple written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • take turns • respond to yes/no and wh-questions about familiar topics	with guidance and supports, • participate in short conversations, discussions, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • 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	• participate in discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • contribute his or her own ideas about a variety of topics and texts	• participate in extended discussions, conversations, and written exchanges using words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words • follow the rules for discussion • ask and answer questions to gain information or clarify understanding • build on the ideas of others • express his or her own ideas about a variety of topics and texts

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS 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.
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.

Grade 3: Standard 3

CELP.2-3.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics…

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using a limited number of words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, events, or objects in the environment	with prompting and supports, • deliver basic oral presentations • compose short written texts with drawings or illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives with drawings or illustrations • compose informational texts with drawings and illustrations • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, topics, experiences, or events	including key details, • deliver short oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives • compose informational texts • use illustrations, when useful • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS Standards:

W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- d. 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.
- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 3: Standard 4

CELP.2-3.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics or experiences	with prompting and supports, • express an opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar topics, experiences, or events	with guidance and supports, • express an opinion • give one or more reasons for the opinion • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about familiar texts, experiences, or events	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement • use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts topics, experiences, and events	• introduce a topic • express opinions • create an organizational structure • give several reasons for the opinions • provide a concluding statement use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words about a variety of texts, topics, experiences, or events

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS Standards:

W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- d. 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*).

Grade 3: Standard 5

CELP*.2-3.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems…*

By the <u>end</u> of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • label information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label information • record some information/observations in simple notes	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • label and sort information into provided categories • record information/ observations in orderly notes. • present findings to a peer or small group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into provided categories. • record information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful	• conduct short individual or shared research projects to answer a question • recall information from experience • gather information from multiple print and digital sources • sort evidence into categories. • record key information/ observations in orderly notes. • present findings to a small or large group in an oral or written text using drawings or illustrations, when useful

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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.

Grade 3: Standard 6

CELP.2-3.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes	with prompting and supports, • identify the main point of an author or speaker • identify a reason an author or a speaker gives to support the main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the main point an author or a speaker makes	• identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or a speaker makes	• identify the main point of an author or speaker • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 3: Standard 7

CELP.2-3.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • repeat and use frequently occurring words and phrases • recognize the meaning of high frequency words learned through conversations, reading, and being read to	with prompting and supports, • recognize and use some words learned through conversations, reading, and being read to • recognize the meaning and context of words to demonstrate awareness of the difference between social language and language for the classroom	with guidance and supports, • demonstrate awareness of differences between social language and language appropriate to the classroom • (at Grade 3) use high frequency general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social contexts • (at Grade 3), use general academic and content-specific words in conversations and discussions	• adapt language choices, as appropriate, to formal and social 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 3: Standard 8

CELP.2-3.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
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.	relying on visual aids, context, and knowledge of morphology in the native language, • 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, visual aids, and knowledge of morphology in the native language, • ask and answer simple questions about the meaning of 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 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, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) determine the meaning of some general academic and content-specific vocabulary in oral discourse, read-alouds, and 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. EP6. Use English structures to communicate context-specific messages.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 ELA CCS Standards:

Literature	Informational Text
RL.4. Ask and answer questions about unknown words in a text.	RI.4. With prompting and support, 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.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- 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.

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

Grade 3: Standard 9

CELP*.2-3.9. An EL can create clear and coherent grade-appropriate speech and text . . .*

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate basic information about a topic • retell a short sequence of events or familiar story • use frequently occurring linking words (e.g., *and, then*) •	with guidance and supports, • present information about a topic • retell a short sequence of events from experience or a story, or explain a process, description, or comparison and contrast • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events	• introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) including key details, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events • provide some sense of closure	• introduce an informational topic • present facts about the topic • use temporal words to recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use linking words (e.g., *because*, *and*, *also*) 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 task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 3 ELA CCS Standards:

W.1c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
W.2c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
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.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 3: Standard 10

CELP.2-3.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • understand and use a small number of frequently occurring nouns and verbs • respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring collective nouns (e.g. *group*) and frequently occurring irregular plural nouns (e.g. children) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • 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	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • (at Grade 3) use comparative and superlative adjectives and adverbs • produce and expand simple, compound, and (at Grade 3) a few complex sentences	• use collective and commonly occurring abstract nouns (e.g. *childhood*) and reflexive pronouns • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • (at Grade 3) use comparative and superlative 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 3 ELA CCS 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.
- 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 4 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grade 4: Standard 1

CELP.4-5.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell/describe a few key details from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • determine the main idea or theme • retell/describe a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or theme • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, 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 texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

Literature	Informational Text
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.	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.

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.

Grade 4: Standard 2

CELP.4-5.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond verbally and nonverbally to simple questions and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond to simple questions and wh- questions • present information and ideas about familiar topics and texts	with guidance and supports, • participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary • respond to others' comments • add some comments of his or her own • ask and answer questions to gain information or clarify understanding about familiar topics and texts	• participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts	• participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary • 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 about a variety of topics and texts

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS 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.
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.

Grade 4: Standard 3

CELP.4-5.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to. about familiar texts, topics, events, or objects in the environment	with prompting and supports, • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary about familiar texts, topics, and experiences	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and experiences	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, and 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. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS Standards:

W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. 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.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 4: Standard 4

CELP.4-5.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary	with guidance and supports, • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS 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., f*or 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).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 4: Standard 5

CELP.4-5.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from a few provided sources • label some key information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • record some information	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from print and digital sources • identify and record key information in orderly notes • present findings in an oral or written text to a peer or small group	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources	• conduct short research projects to answer a question • 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 to support the analysis and reflection of the topic • present findings in an organized oral or written text • provide a list of sources

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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.

Grade 4: Standard 6

CELP.4-5.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or speaker makes	with prompting and supports, • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • 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

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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).

Grade 4: Standard 7

CELP.4-5.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use language for social and academic purposes • use some words learned through conversations, reading, and being read to	with guidance and supports, • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text	• adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases in speech and writing	• adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 4: Standard 8

CELP.4-5.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • 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 the native language, • determine the meaning of some frequently occurring words, phrases, and formulaic 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, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, • 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	using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as *-ed, -ing*, and some common prefixes and suffixes), • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 4 ELA CCS Standards:

Literature	Informational Text
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).	RI.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*.

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.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- 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.
- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Grade 4: Standard 9

CELP.4-5.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

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

W.1c. Link opinion and reasons using words and phrases (e.g., f*or 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.

Grade 4: Standard 10

CELP.4-5.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 4 ELA CCS 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).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grade 5: Standard 1

CELP.4-5.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell/describe a few key details from read-alouds, simple written texts, and oral presentations	with guidance and supports, use a developing set of strategies to: • determine the main idea or theme • retell/describe a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or theme • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, 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 texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:

Literature	Informational Text
RL.2. Determine a theme of a story, drama, or poem from details in 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.	RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; 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).	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.
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).	RI.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RL.1, RI.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
SL.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Grade 5: Standard 2

CELP.4-5.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond verbally and nonverbally to simple questions and some wh- questions about familiar topics	with prompting and supports, • actively listen to others • participate in short conversations and short written exchanges using academic and domain specific vocabulary • respond to simple questions and wh- questions • present information and ideas about familiar topics and texts	with guidance and supports, • participate in short conversations , discussions, and short written exchanges using academic and domain specific vocabulary • respond to others' comments • add some comments of his or her own • ask and answer questions to gain information or clarify understanding about familiar topics and texts	• participate in conversations, discussions, and participate in written exchanges using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts	• participate in extended conversations, discussions, and extended written exchanges using academic and domain specific vocabulary • 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 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS 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.

SL.1. 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.

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.
b. Follow agreed-upon rules for discussions and carry out assigned roles.
c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5: Standard 3

CELP.4-5.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to. about familiar texts, topics, events, or objects in the environment	with prompting and supports, • deliver short oral presentations • compose written texts with drawings or illustrations • use academic and domain specific vocabulary about familiar texts, topics, and experiences	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary including a key details about familiar texts, topics, and experiences	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and experiences	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narrative or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, and 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. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS Standards:

W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. 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.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. 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.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5: Standard 4

CELP.4-5.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • express an opinion about a familiar topic or event • give a reason to support the opinion • use academic and domain specific vocabulary	with guidance and supports, • express an opinion about familiar topics, texts or events • introduce the topic • provide a few reasons or facts to support the opinion • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide several reasons or facts to support the opinion • provide a concluding statement • use academic and domain specific vocabulary	• express an opinion about a variety of topics, texts, or events • introduce the topic • provide logically ordered reasons or facts to support the opinion • provide a concluding statement or section • use academic and domain specific vocabulary

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS 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*).

Grade 5: Standard 5

CELP.4-5.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from a few provided sources • label some key information	with prompting and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from provided sources • record some information	with guidance and supports, • conduct short individual or shared research projects to answer a question • recall information from experience • gather information from print and digital sources • identify and record key information in orderly notes • present findings in an oral or written text to a peer or small group	• conduct short research projects to answer a question • recall information from experience • gather information from print and digital sources • summarize key ideas and information in organized notes, with charts, tables, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • provide a list of sources	• conduct short research projects to answer a question • 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 to support the analysis and reflection of the topic • present findings in an organized oral or written text • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5: Standard 6

CELP.4-5.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or speaker makes	with prompting and supports, • identify a point an author or speaker makes • identify a reason an author or speaker gives to support a main point •	with guidance and supports, • identify the main point of an author or speaker • tell how one or two reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • describe how reasons support the specific points an author or speaker makes or fails to make	• identify the main point of an author or speaker • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5: Standard 7

CELP.4-5.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • use language for social and academic purposes • use some words learned through conversations, reading, and being read to	with guidance and supports, • adapt language choices to different social and academic contexts • use high frequency general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text	• adapt language choices according to purpose, task, and audience • use a wide range of general academic and content-specific words and phrases in speech and writing	• adapt language choices and style (includes register) according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5: Standard 8

CELP.4-5.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational texts…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • 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 the native language, • determine the meaning of some frequently occurring words, phrases, and formulaic 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, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology (e.g. common root words and frequently occurring prefixes, • 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	using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as *-ed, -ing*, and some common prefixes and suffixes), • determine the meaning of academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 5 ELA CCS 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.

Informational Text

RI.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*.

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.
- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
- 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.
- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Grade 5: Standard 9

CELP.4-5.9. An EL can create clear and coherent grade-appropriate speech and text…

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., *and, then*)	with guidance and supports, • introduce an informational topic • present facts about the topic • recount a short sequence of events in order including key details, or explain a process, description, or comparison and contrast • use an increasing range of temporal and other linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	• introduce an informational topic • develop the topic with facts and details • recount a detailed sequence of events, or explain a process, description, or comparison and contrast • use transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce an informational topic • develop the topic with facts and specific, relevant details • recount a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast • 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 task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 5 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 5: Standard 10

CELP.4-5.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts about familiar topics	with guidance and supports, • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use familiar prepositional phrases • produce and expand simple and compound sentences • recognize fragments • use frequently occurring modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences • recognize fragments and run-ons • use conventional patterns to order adjectives • use modal auxiliaries	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • (at Grade 5) use the progressive and perfect verb tenses • use verb tense to convey time, sequence, state, or condition • recognize and correct fragments and run-on sentences • use conventional patterns to order adjectives • use modal auxiliaries • produce and expand simple, compound, and complex sentences

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 5 ELA CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*).

L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Grade 6 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grade 6: Standard 1 (w/ELA Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 6 CCS ELA 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 judgments.

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.

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 judgments.

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.

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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6: Standard 2 (w/ELA Correspondences)

CELP.6-8.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS ELA Standards:

W.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6: Standard 3 (w/ELA Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS 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; 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 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, 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: Standard 4 (w/ELA Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS 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: Standard 5 (w/ELA Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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.
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: Standard 6 (w/ELA Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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: Standard 7 (w/ELA Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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: Standard 8 (w/ELA Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 ELA CCS 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.

Informational Text

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

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.
- 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).

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, wasteful, thrifty*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6: Standard 9 (w/ELA Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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 task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 6 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6: Standard 10 (w/ELA Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 6 ELA CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself, ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. 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.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6 Literacy Standards Matrix

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

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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

Legend for Domains

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

Grade 6: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS 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.

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.

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).

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: Standard 2 (w/Literacy in Content Area Correspondences)

CELP.6-8.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6: Standard 3 (w/Literacy in Content Area Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 CCS Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. 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.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and 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 and objective tone.
f. 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: Standard 4 (w/Literacy in Content Area Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS Standards:

WHST.1 Write arguments focused on discipline-specific content.
- a. 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.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. 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: Standard 5 (w/Literacy in Content Area Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 CCS 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 6: Standard 6 (w/Literacy in Content Area Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS Standards:

History/Social Studies	Science/Technical Subjects
[RH.8] Distinguish among fact, opinion, and reasoned judgment in a text.	[RST.8] Distinguish among facts, reasoned judgment based on research findings, and speculation 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
* Strongly applies to literacy in history/social studies and science/technical subjects

Grade 6: Standard 7 (w/Literacy in Content Area Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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: Standard 8 (w/Literacy in Content Area Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 CCS 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.

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.

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.
- 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).

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, wasteful, thrifty*).

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

Grade 6: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	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 CCS 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: Standard 10 (w/Literacy in Content Area Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. 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.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

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

Grade 7 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grade 7: Standard 1 (w/ELA Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 7 ELA CCS Standards:

Literature	Informational Text
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.	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.
RL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	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).
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).	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).

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: Standard 2 (w/ELA Correspondences)

CELP.6-8.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS 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.
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: Standard 3 (w/ELA Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision.	SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

when engaging in tasks aligned with the following Grade 7 ELA CCS 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: Standard 4 (w/ELA Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS Standards:

W.1.
a. Write arguments to support claims with clear reasons and relevant evidence.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
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, 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: Standard 5 (w/ELA Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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: Standard 6 (w/ELA Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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: Standard 7 (w/ELA Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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 7: Standard 8 (w/ELA Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 7 ELA CCS 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.

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.

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.
- 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).

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*).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7: Standard 9 (w/ELA Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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 task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7: Standard 10 (w/ELA Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7 Literacy Standards Matrix

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

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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

Legend for Domains

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

Grade 7: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
. MP1.Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS 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.

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.

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).

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: Standard 2 (w/Literacy in Content Area Correspondences)

CELP.6-8.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.
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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7: Standard 3 (w/Literacy in Content Area Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 CCS Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. 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.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and 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 and objective tone.
f. 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: Standard 4 (w/Literacy in Content Area Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS Standards:

WHST.1 Write arguments focused on discipline-specific content.
- a. 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.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. 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.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7: Standard 5 (w/Literacy in Content Area Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 CCS 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: Standard 6 (w/Literacy in Content Area Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS Standards:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Science/Technical Studies

RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation 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.

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: Standard 7 (w/Literacy in Content Area Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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: Standard 8 (w/Literacy in Content Area Correspondences)

CELP.6-8.8 An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 7 Literacy in Content Area CCS 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.

Science/Technical Studies

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.

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.
- 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).

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*).

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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 task, purpose, and audience.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	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 CCS 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 7: Standard 10 (w/Literacy in Content Area Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • produce and expand simple, compound, and complex sentences

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS 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.

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

Grade 8 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grade 8: Standard 1 (w/ELA Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 8 ELA CCS Standards:

Literature	Informational Text
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.	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.
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.	RI.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
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.	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.

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: Standard 2 (w/ELA Correspondences)

CELP.6-8.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 ELA CCS Standards:

W.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 8: Standard 3 (w/ELA Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 ELA CCS 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and 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 point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. 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.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and 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 relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Grade 8: Standard 4 (w/ELA Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 ELA CCS Standards:

W.1. Write arguments to support claims with clear reasons and relevant evidence.
- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- 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, 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.

Grade 8: Standard 5 (w/ELA Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 ELA CCS 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: Standard 6 (w/ELA Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 8: Standard 7 (w/ELA Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 ELA CCS 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 Standard 8 (w/ELA Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 8 ELA CCS 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.

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

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.

Grade 8: Standard 9 (w/ELA Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 8 ELA CCS 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: Standard 10 (w/ELA Correspondences)

CELP. 6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 8 ELA CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. 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.
- a. 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).

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 8 Literacy Standards Matrix

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

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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

Legend for Domains

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

Grade 8: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.6-8.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic in oral communication and simple written texts • retell a few key details	with guidance and supports, use a developing set of strategies to: • determine the central idea or theme in simple oral presentations or written text • explain how the central idea or theme is supported by specific details • summarize part of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards:

History/Social Studies	Science/Technical Subjects
RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.	RST.1 Cite specific textual evidence to support analysis of science and technical texts.
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.	RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text 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).	RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	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).
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: Standard 2 (w/Literacy in Content Area Correspondences)

CELP.6-8.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the <u>end</u> of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh- questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics and texts using academic and domain specific vocabulary • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.
- 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 8: Standard 3 (w/Literacy in Content Area Correspondences)

CELP.6-8.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about familiar texts, topics, or events	including relevant general and specific details, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events	including relevant details and examples to fully develop a topic, • deliver oral presentations • compose written narratives or informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, and events

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 CCS Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. 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.
b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
c. Use appropriate and varied transitions to create cohesion and 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 and objective tone.
f. 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: Standard 4 (w/Literacy in Content Area Correspondences)

CELP.6-8.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic using a limited number words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about a familiar topic or event • give a reason to support the claim use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics, texts, or events • introduce the topic • provide several supporting reasons or facts in a logical order • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a claim about a variety of topics, texts, or events • introduce the topic • provide compelling and logically ordered evidence, reasons, or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding section • use academic and domain specific vocabulary

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS Standards:

WHST.1 Write arguments focused on discipline-specific content.
- a. 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.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. 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 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

Grade 8: Standard 5 (w/Literacy in Content Area Correspondences)

CELP.6-8.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided sources • record some data and information	with guidance and supports, • conduct short research projects to answer a question • gather information from a variety of provided print and digital sources • summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate • present findings to a small or large group in an oral or written text • cite sources	• conduct short research projects to answer a question • 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 • present findings in an organized oral or written text • cite sources • use a standard format for citations	• conduct short research projects to answer a question • 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 • integrate information into an organized oral or written report • cite sources • use a standard format for citations

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 CCS 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: Standard 6 (w/Literacy in Content Area Correspondences)

CELP.6-8.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or a speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the argument an author or a speaker makes • distinguish between claims that are supported by reasons and evidence from those that are not	• 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	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS Standards:

History/Social Studies

RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

Science/Technical Studies

RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation 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.

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

Grade 8: Standard 7 (w/Literacy in Content Area Correspondences)

CELP.6-8.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • 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 guidance and supports, • 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	• adapt language choices and style according to purpose, task, and audience • use a wide range of general academic and content-specific academic words and phrases • maintain consistency in style and tone throughout most of oral or written text	• 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

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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: Standard 8 (w/Literacy in Content Area Correspondences)

CELP.6-8.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in the native language, • recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in the native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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	using context, reference materials, and knowledge of English morphology, • 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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 8 Literacy in Content Area CCS 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.

Science/Technical Studies

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.

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

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.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 8: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.6-8.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with a few facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts and details • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section	• introduce and effectively develop an informational topic with facts and details • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	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 CCS 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: Standard 10 (w/Literacy in Content Area Correspondences)

CELP.6-8.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with guidance and supports, • use relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*), subordinating conjunctions, and prepositional phrases • recognize phrases and clauses within a sentence • produce and expand simple, compound, and a few complex sentences	• use an increasing number of intensive/reflexive pronouns (e.g., *myself*, *ourselves*) and verbs in the active and passive voices • recognize and explain the function on phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences	• 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 • (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives) • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards:

L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. 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.
- a. 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 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grades 9-10: Standard 1 (w/ELA Correspondences)

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic	with guidance and supports, use a developing set of strategies to: • 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 parts of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems

when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards:

Literature	Informational Text
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.	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.
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.	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.
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*).	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.
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.	

Grades 9-10: Standard 2 (w/ELA Correspondences)

CELP.9-12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct and critique arguments. 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 CCS 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.
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.

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

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.
- 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.
- 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS Standards:

W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. Provide a concluding statement or section that follows from and supports the argument presented.

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

L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Grades 9-10: Standard 5 (w/ELA Correspondences)

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 CCS 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.

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.

Grades 9-10: Standard 6 (w/ELA Correspondences)

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • cite specific textual evidence to thoroughly support the analysis

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS 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.

Grades 9-10: Standard 7 (w/ELA Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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.

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

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • 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	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • 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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 Grades 9–10 ELA CCS 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).

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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

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.
- 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).

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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the <u>end</u> of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 9–10 ELA CCS 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.

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

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the <u>end</u> of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 9–10 ELA CCS 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.

Grade 9-10 Literacy Standards Matrix

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

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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

Legend for Domains

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

Grades 9-10: Standard 1 (w/Literacy in Content Area Correspondences)

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic	with guidance and supports, use a developing set of strategies to: • 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 parts of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS 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.

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.

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.

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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 9-10: Standard 2 (w/Literacy in Content Area Correspondences)

CELP.9-12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 9-10: Standard 3 (w/Literacy in Content Area Correspondences)

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 Literacy in Content Area CCS 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.
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).

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

Grades 9-10: Standard 4 (w/Literacy in Content Area Correspondences)

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS Standards:

WHST.1 Write arguments focused on discipline-specific content.

a. 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.
b. 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.
c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
e. Provide a concluding statement or section that follows from or supports the argument presented.

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

L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 9-10: Standard 5 (w/Literacy in Content Area Correspondences)

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 CCS 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.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 9-10: Standard 6 (w/Literacy in Content Area Correspondences)

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS Standards:

History/Social Studies

RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

Science/Technical Studies

RST.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

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

Grades 9-10: Standard 7 (w/Literacy in Content Area Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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

Grades 9-10: Standard 8 (w/Literacy in Content Area Correspondences)

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • 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	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 Grades 9–10 Literacy in Content Area CCS Standards:

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

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.

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.
- 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).

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.

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

Grades 9-10: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	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 CCS 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 9-10: Standard 10 (w/Literacy in Content Area Correspondences)

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grade 11-12 ELA Standards Matrix

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

CELP Standards		Corresponding CCS for ELA Standards				
		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

Legend for Domains

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

Grades 11-12: Standard 1 (w/ELA Correspondences)

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic	with guidance and supports, use a developing set of strategies to: • 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 parts of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • 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

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards:

Literature	Informational Text
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.	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.
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).	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.
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 the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	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.

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.

Grades 11-12: Standard 2 (w/ELA Correspondences)

CELP.9-12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh-questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.
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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 11-12: Standard 3 (w/ELA Correspondences)

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events

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

EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 CCS 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 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 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.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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 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.
- 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 11-12: Standard 4 (w/ELA Correspondences)

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS 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.
- 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.

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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 11-12: Standard 5 (w/ELA Correspondences)

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	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 CCS 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.

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.

Grades 11-12: Standard 6 (w/ELA Correspondences)

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS 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.

Grades 11-12: Standard 7 (w/ELA Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

Grades 11-12: Standard 8 (w/ELA Correspondences)

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • 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	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • 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

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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 Grades 11–12 ELA CCS 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 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.)

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 or terms 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.
- 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.

Grades 11-12: Standard 9 (w/ELA Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics.	SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 11–12 ELA CCS 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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • produce and expand simple, compound, and complex sentences

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 11–12 ELA CCS 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.

Grade 11-12 Literacy Standards Matrix

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

CELP Standards		CCS Literacy Standards			CCS ELA Standards	
		RH	RST	WST	SL	L
1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1, 2, 3, 7	1, 2, 3, 7		2	
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1	
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

Legend for Domains

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

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

CELP.9-12.1. An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts	with prompting and supports, use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts • explain how details support the main topic	with guidance and supports, use a developing set of strategies to: • 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 parts of the text	use an increasing range of strategies to: • 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 text	use a wide range of strategies to: • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning.	SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS Standards:

History/Social Studies		Science/Technical Subjects	
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.	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.
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.	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.
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.	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.
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.	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.

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.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

CELP.9-12.2. An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple yes/no questions and some wh- questions	with prompting and supports, • actively listen to others • participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary • present information and ideas • respond to simple questions and wh-questions	with guidance and supports, • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues using academic and domain specific vocabulary • 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	• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues using academic and domain specific vocabulary • 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. 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 CCS 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.
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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

CELP.9-12.3. An EL can speak and write about grade-appropriate complex literary and informational texts and topics . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate information using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, and experiences	with prompting and supports, • deliver short oral presentations • compose written narratives or informational texts • use academic and domain specific vocabulary • include key details about familiar texts, topics, experiences, or events	with guidance and supports, • deliver short oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary • include relevant general and some specific details about mix of familiar and new texts, topics, or events	including relevant general and specific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events	including relevant details, concepts, information, and examples to fully develop a topic, • deliver oral presentations • compose written informational texts • integrate graphics or multimedia, when useful • use academic and domain specific vocabulary about a variety of texts, topics, or events

RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening
EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language

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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. 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 CCS 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.
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

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

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to	with prompting and supports, • construct a claim about familiar topics or events • introduce the topic • give a reason to support the claim • provide a concluding statement • use academic and domain specific vocabulary	with guidance and supports, • construct a claim about familiar topics or events • introduce the topic • provide sufficient evidence, reasons, or facts to support the claim • acknowledge opposing ideas • provide a concluding statement • use academic and domain specific vocabulary	• construct a claim about a variety of topics or events • introduce the topic • provide logically ordered reasons or facts that effectively support the claim • establish a formal style • address the counterargument • provide a concluding statement or section • use academic and domain specific vocabulary	• construct a substantive claim about a variety of topics or events • 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 • use academic and domain specific vocabulary

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.	InP.9. Develop claims and counterclaims using evidence. InP.15-17. Take informed action.
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 CCS Standards:

WHST.1 Write arguments focused on discipline-specific content.

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 the claim(s), counterclaims, reasons, and evidence.
b. 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.
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 or supports the argument presented.

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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems . . .

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from a few provided print and digital sources • label collected information, experiences, or events	with prompting and supports, • conduct short individual or shared research projects to answer a question • gather information from provided print and digital sources • record some data and information. • summarize data and information	with guidance and supports, • conduct 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, when useful • provide a list of sources	• conduct 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	• conduct 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others.	SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS 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.

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

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

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • identify a point an author or a speaker makes	with prompting and supports, • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument	with guidance and supports, • explain the reasons an author or a speaker gives to support a claim • distinguish between claims that are supported by evidence from those that are not • cite textual evidence to support the analysis	• 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 • cite textual evidence to support the analysis	• 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 • 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.	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.10. Construct and critique valid arguments. InP.12-14. Communicate and critique conclusions.
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 CCS Standards:

History/Social Studies	Science/Technical Studies
RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	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.

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

Grades 11-12: Standard 7 (w/Literacy in Content Area Correspondences)

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • use frequently occurring words and phrases • recognize the meaning of some words learned through conversations, reading, and being read to	with prompting and supports, • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion	with guidance and supports, • 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	• 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	• 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.	InP.1-4. Construct and critique questions that advance and frame inquiry. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action.
MP4. Model with mathematics. 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 CCS 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

Grades 11-12: Standard 8 (w/Literacy in Content Area Correspondences)

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the end of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
relying on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • 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	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • 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

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	InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources.
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 Grades 11–12 Literacy in Content Area CCS Standards:

Literature

RH.4 Determine the meaning of words and phrases as they are used in a 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).

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.

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.
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

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

Grades 11-12: Standard 9 (w/Literacy in Content Area Correspondences)

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

By the end of each English language proficiency level, an EL can . . .				
Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to	with prompting and supports, • introduce an informational topic • explain a brief sequence of events, process, description, or compare and contrast • provide facts about the topic • use common linking words to connect events and ideas (e.g., *first, next, because*) • provide a concluding statement	with guidance and supports, • introduce and develop an informational topic with facts and details • explain a short sequence of events, process, description, comparison and contrast, or analysis • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *as a result*) • provide a concluding statement or section	• introduce and develop an informational topic with facts, details, and evidence • explain a detailed sequence of events, process, description, comparison and contrast, or analysis • 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	• introduce and effectively develop an informational topic with facts, details, and evidence • explain a coherent and detailed sequence of events, process, description, comparison and contrast, or analysis • 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

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

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.	InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions.
MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics	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 CCS 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

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

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

EP English Language arts practice
MP Math practice
SP Science Practice
InP CT Social Studies Inquiry Practice
L Language
RI Read Informational Text
RL Read Literature
W Writing
SL Speaking and listening

By the <u>end</u> of each English language proficiency level, an EL can . . .

Level 1	Level 2	Level 3	Level 4	Level 5
with prompting and supports, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple yes/no questions about familiar topics	with prompting and supports, • use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences about familiar topics	with guidance and supports, • 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	• use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • recognize parallel structure • produce and expand simple, compound, and complex sentences	• use complex phrases and clauses • use parallel structure • 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.	InP.12-14. Communicate and critique conclusions.
MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS 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

CELP Standards Glossary of Terms

Academic language- language required for academic work in the domains of speaking, listening, reading and writing, which varies depending on grade level and content

Academic vocabulary- Tier II vocabulary or high frequency polysemous words (words with different meanings in different contexts or content areas, e.g. *root* of a plant, square *root*, *root* of a problem, *root* word) and words widely used in various domains and across content areas; can include domain specific vocabulary (see below)

Acquired- unconsciously learned through access to comprehensible input

Adapt- change according to the audience, purpose, task, and role

Claim- a debatable and defensible statement that is the basis for an argument

Cognate- a word that shares the same origin, root, or base in different languages (family (Eng.); *familia* (Span.); *famile* (Ger.); *famiglia* (Ital.); *família* (Port.); *famile* (Fren.)).

> *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.

Collocation- The grouping of two or more words together with a frequency greater than chance and sound "right" to the native speaker. Such terms as "crystal clear," "middle management," "nuclear family," "fast food," 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.) CCSO (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).

Control- As used in the CELP 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).

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.

Domain specific vocabulary- Tier III vocabulary or low frequency words that are content specific, critical to understand the concepts of the content

ELPD Framework- The *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (CCSO, 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 CELP standards.

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

English learner (EL) - student who is learning English as an additional language and who has been determined to be limited English proficient (LEP) through a home language survey and standardized language assessment measures; may also be referred to as English language Learner (ELL), non-native speaker (NNS), or Limited English Proficient (LEP)

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

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

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

Frequently occurring words and phrases- As used in the CELP 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 CELP 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 CELP 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 Appendix A of the CCS for ELA & Literacy and Defining the Core.)

Guidance- help or advice provided by teacher to students in terms of how to begin, continue, or conclude a task (See note below)

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 Appendix A of the CCS ELA & Literacy Standards.

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- relating to language

Linguistic Output- Refers to the production of language. Educators should provide ELs 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*.)

Language proficiency level- level of language in the four language domains—speaking, listening, reading, and writing—as determined by a language proficiency assessment

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 9 of the CELP Standards for more information.)

Modeled sentences- As used in the CELP 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 CELP Standards include sentence frames, sentence stems, and sentence models.

Morphology- the identification of word parts (e.g. roots, affixes, suffixes) and the description and analysis of how words are formed (i.e. –s in English represents plurality, so we know that 'horses' means more than one horse)

MP- The CCS for Mathematical Standards for Practice or Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The *Standards for Mathematical Practice* are descendants of the *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. For more examples of the Mathematical Practices, see http://www.insidemathematics.org/index.php/commmon-core-math-intro.

Native Language (L1, Native/First/Home language) - The language or languages a person acquires first in life; sometimes called a "mother tongue."

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

Organize- In the CELP 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.

Phrase- group of two or more words that express a single idea but do not form a complete sentence

Practice- (For the purposes of the CELP standards) behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise throughout their elementary, middle, and high school years. The term "practices" is used rather than "processes" or "inquiry skills" to emphasize that engaging in [discipline-specific] investigation requires not only skill but also knowledge that is specific to each practice (e.g. Science and engineering practices, Math practices, etc.)

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).

Progressions- sequence of learning and teaching expectations across grade levels and proficiency levels

Prompting- using instructions, gestures, models, examples, and cues that lead students to academic responses (See note below)

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).

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

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

Research projects:

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

Scaffolding- As defined in Appendix A of the CCS ELA & Literacy Standards, 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 CELP 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 CELP 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 CELP 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).

Supports- (For the purposes of the CELP standards) research-based, linguistic supports for students of various levels of language proficiency (See note below)

Temporal words- time signal words (e.g. then, next, from then on, in the meantime, etc.)

Variety of topics- As used in the CELP 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 CELP Standards, this refers to pictures, realia (objects used in real life), sketches, diagrams, labeled pictures, and picture dictionaries.

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

- *Academic vocabulary* (see also Appendix A of the CCS for ELA & Literacy, p. 33):
    - General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the CELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as "school navigational language."

    - *Content-specific words and phrases*: Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as "terms." (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as "curriculum content language." As defined in Language standard 6 of the CCS, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the CELP Standards do not suggest that vocabulary taught to ELLs should be limited to only that defined by the CCS.)
        - 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 and collocations.

- *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.

Prompting and supports vs. Guidance and supports- As outlined in the CELP Standards document, English learners at English proficiency levels 1 and 2 across grade levels K-12 receive *prompting* and supports, while English learners at English proficiency level 3 in grade levels K-12 receive *guidance* and supports. The supports referenced in both cases are linguistic supports (See CELP Standards Linguistic Supports document). The principal difference between *prompting* and *guidance* is the amount of support needed to enable students to produce output (speaking or writing) in response to what they have listened to or read. Students at English proficiency levels 1 and 2 require instructions, gestures, models of language, examples of language, and cues to be able to produce their own responses. Responses may be verbal or nonverbal at English proficiency level 1. However, as language develops, English learners still need models, but may not require continual support from the teacher and may only need support to begin, continue, or finish a task. Although prompting is a valuable tool to use for English learners at all English language proficiency levels, it is required for the success of the students at the lower levels of English proficiency in all classrooms and content areas.

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 ELP 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 (CCSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and*

the Next Generation Science Standards. Washington, DC: CCSO. Retrieved November 3, 2012, from http://www.CCSo.org/Resources/Publications/The_Common_Core_and_English_Language_Learners.html.

Council of Chief State School Officers (CCSO). (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.CCSo.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: Educaton 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/commmon-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.

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.

Menken, K., & Kleyn, T. (2009). The difficult road for long term English learners. *Education Leadership*. 66(7), no page numbers. Retrieved June 10, 2015 from http://www.ascd.org/publications/educational_leadership/apr09/vol66/num07/The_Difficult_Road_for_Long-Term_English_Learners.aspx

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 (CCSO). (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 (CCSO). (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.

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 (CCSO), *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSO. Retrieved November 3, 2012, from http://www.CCSo.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.

Wax, M. (1993). How culture misdirects multiculturalism. *Anthropology & Education Quarterly 24(*2), 99-115.

Connecticut English Language Proficiency (CELP) Standards--Linguistic Supports

The research-based supports described here are linguistic supports for students of various levels of language proficiency. All English learners need linguistic supports in order to progress in their language proficiency. However, these supports vary by English proficiency level. These supports are to be used within the context of activities aligned with the standards.

Embedded hyperlinks: The links below offer videos, articles, and definitions of terms listed. While some videos may demonstrate the strategy for a particular grade level, the strategies themselves are meant to be used with all grade levels and in all content areas, depending on topic and content being studied.

Disclaimer: *The links below do not reflect an endorsement of any company, institution, or instructional methodology, nor do they reflect an exhaustive list of resources. The links are meant only to provide an example or commonly accepted definition. The State of CT is not responsible for any broken or incorrect links. However, should there be any errors please contact the ELL and Bilingual office.*

General Supports for All English Learners:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Be cognizant of your rate of speech and enunciation and use of idioms (see glossary for definition) with students of different levels
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: word walls, personal dictionaries, bilingual dictionaries/glossaries, picture/video dictionaries, graphic organizers, word cards with pictures, word sorts, etc.
- Encourage the use of a personal wordlist/dictionary
- Make connections to students' prior experiences
- Build background knowledge
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames (Several examples of sentence frames in math, science, ELA, social studies/history)
- Provide supplementary materials: graphs, models, realia, visuals, materials (link is a curriculum library of units with materials differentiated for ELs at various levels) at various English levels
- Gain an awareness of the differences and similarities between the native language and English (Also see Country Culture Cards)
- Explicitly teach grammar rules and structure in context
- Recast errors of form in a gentle way: (e.g. I eated breakfast. Teacher responds, "I ate breakfast, too. I ate toast. What did you eat?")
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together
- Learn about the cultures and languages of your students.
- Provide content that is diverse and relevant to students and demonstrates a value for all cultures, languages, and multiple viewpoints
- Post content objectives *and* language objectives
- Plan/adjust activities and supports that are specific to the language proficiency level of individual students

Linguistic Supports for Level 1 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Use one-step directions, with visual supports and gestures
- Speak slowly, in simple sentences, avoiding idiomatic expressions (see glossary)
- Teach key survival phrases
- Pair the student with a peer who speaks the same native language, being mindful that different dialects of the same language can cause some confusion
- Allow the use of native language
- Teach explicit phonemic and phonological awareness, concepts of print, and letter identification
- Make comparisons between the native language and English (Also see Country Culture Cards)
- Build background knowledge
- Provide multiple opportunities to repeat and practice language
- Provide multiple and varied opportunities for practice with pronunciation
- Use manipulatives, realia or models
- Provide opportunities for nonverbal responses: pointing, gestures (thumbs up/thumbs down, nodding/shaking head, raising hand, etc.), manipulating objects
- Provide a bilingual or picture dictionary (depending on student's literacy level in the native language)
- Rely heavily on visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide audio books or books with patterned sentence structure
- Provide texts in native language, if available
- Provide a linguistically supported, shortened, or alternate text
- Provide sentence starters/sentence frames
- Allow for dictation
- Provide opportunities to illustrate or draw diagrams and label components
- Provide word/phrase banks paired with visuals and multiple choice options
- Pre-teach key academic and content-specific vocabulary in small amounts, paired with visual supports
- Provide ample wait time/processing time and additional practice for key concepts and skills

Linguistic Supports for Level 2 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Use visuals or realia to support multi-step directions
- Teach explicit phonemic and phonetic awareness
- Reinforce concepts of print and letter identification (reteach, as necessary)
- Make comparisons between English and the native language
- Build background knowledge
- Explain idiomatic phrases (see glossary), collocations, and homonyms
- Provide multiple opportunities to repeat, practice, and revise language orally and in writing
- Provide multiple and varied opportunities for practice with pronunciation
- Provide a bilingual or picture dictionary (depending on student's literacy level in the native language)
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Use manipulatives, realia, or models
- Pre-teach all academic and content-specific vocabulary in small amounts, paired with visual supports
- Teach word families
- Teach cognates (see glossary)
- Provide multiple opportunities to practice vocabulary
- Provide a grade/content appropriate linguistically supported, shortened, native language, or alternate text
- Provide audio books, if available
- Provide word/phrase banks
- Provide shortened assignments with concise instructions, focused on key concepts with differentiated products/processes
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames
- Provide sentence starters/sentence frames and models (story/paragraph frames) for writing and speaking (Several examples of sentence frames in math, science, ELA, social studies/history)
- Allow drawing and/or use of native language for pre-writing
- Explicitly teach language patterns (form), structure, and grammar (function)
- Provide ample wait time/processing time and additional practice for key concepts and skills
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together
- Allow for errors such as invented spelling, mispronunciation, or errors in syntax

Linguistic Supports for Level 3 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Reinforce phonemic and phonetic awareness (and reteach, as necessary)
- Make comparisons between English and the native language
- Build background knowledge
- Explain idiomatic phrases (see glossary), collocations, and homonyms
- Provide multiple opportunities to practice and revise language orally and in writing
- Provide multiple and varied opportunities for practice with more complex pronunciation (e.g. multisyllabic words)
- Provide multiple opportunities to develop fluency in speaking, reading aloud, and writing
- Provide a bilingual or picture dictionary (depending on student's literacy level in the native language)
- Use visual supports: pictures, illustrations, videos, models, gestures, pointing, realia, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Use manipulatives or models
- Pre-teach academic and content-specific vocabulary, focusing on a few key words at a time
- Reinforce word families
- Teach cognates, prefixes, suffixes, and root words
- Provide multiple opportunities to practice vocabulary
- Provide a linguistically supported text or alternate text
- Provide texts in native language, if available
- Provide audio books, if necessary
- Use scaffolding techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames (Several examples of sentence frames in math, science, ELA, social studies/history)
- Provide sentence starters/sentence frames and models for writing and speaking, including transitional words and phrases
- Explicitly teach language patterns, structure, and grammar
- Explicitly teach the writing process
- Explicitly teach register—a variety of language used for a particular purpose in a particular setting (i.e. teach students the difference between formal academic and informal social language and when to use them)
- Provide ample wait time/processing time
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together

Linguistic Supports for Level 4 & 5 Students:

- Create a shared history through a collection of classroom experiences (e.g. Language Experience Approach or shared writing) for reference in future lessons
- Provide frequent and varied opportunities for student discourse: Think-pair-share, partner talk, cooperative learning, philosophical chairs, Socratic seminar, intentional grouping of students, numbered heads together
- Provide ample opportunities to practice all modalities—speaking, listening, reading, and writing
- Provide targeted mini-lessons on editing, grammar, syntax, word choice, pronunciation, etc.
- Continue to develop background knowledge
- Encourage the use of a personal word list/dictionary
- Reinforce the use and understanding of idioms, cognates, prefixes, suffixes, and root words (reteach, as necessary)
- Use visual supports, especially graphic organizers, as needed
- Provide ample opportunities to practice the use of different registers
- Explicitly teach more complex grammatical structures
- Provide multiple opportunities to analyze language use (register, tone, dialect, and voice, etc.)
- Provide multiple opportunities for self-assessment and self-monitoring
- Teach content-specific literacy practices (e.g. corroboration and sourcing in history, constructing/deconstructing rhetorical frameworks in reading and writing, reading proofs in mathematics, etc.)

Additional Resources for English learners in English Language Arts Classrooms:

NCTE position on ELs http://www.ncte.org/governance/ELL

Teaching resources for ELs http://ell.stanford.edu/teaching_resources/ela

Video of essay structure lesson https://www.teachingchannel.org/videos/ell-essay-structure-lesson

Video series for supporting ELs https://www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/

Video of writing lesson https://www.teachingchannel.org/videos/jumpstart-student-writing

Strategies with video links https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/

Foundational reading skills http://www.fcrr.org/for-educators/sca.asp

Text dependent questions for ELs http://www.dsfconsulting.net/creating-text-dependent-questions-ells-examples-second-grade/

Common Core shifts and ELs http://www.colorincolorado.org/article/51433/

Language Arts Resources Continued

Application of CCSS and ELs http://www.corestandards.org/assets/application-for-english-learners.pdf

Reading instruction and ELs http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction

Strategies for middle school http://www.northeastcompcenter.org/common-core-ela-and-english-language-learners-instructional-strategies-for-middle-school-teachers/

Links to websites that support literacy instruction for ELs http://larryferlazzo.edublogs.org/2008/01/26/the-best-websites-for-intermediate-readers/

Reading comprehension strategies for ELs http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx

Additional Resources for English Learners in Mathematics Classrooms:

NCTM position statement on ELs http://www.nctm.org/ELLMathematics/

Teaching resources with units for ELs http://ell.stanford.edu/teaching_resources/math

Instructional supports with lesson ideas for the middle grades with Spanish translation of tasks http://mathandlanguage.edc.org/mathematics-tasks

Teaching for Equity and Excellence in Mathematics journal from TODOS: Mathematics for ALL http://www.todos-math.org/teem

Instructional supports for ELs in math http://www.colorincolorado.org/article/30570/

Strategies to support ELs in math http://www.scholastic.com/teachers/article/10-ways-help-ells-succeed-math

Background and strategies for ELs in mathematics
http://steinhardt.nyu.edu/scmsAdmin/uploads/004/738/NYU_PTE_Math_Module_For_ELLS_Oct_8_2009.pdf

Teaching math to ELs http://txcc.sedl.org/events/previous/092806/8ExplorStrats/mell-teacher-guide.pdf

Strategies to support ELs in math http://inservice.ascd.org/four-sure-fire-math-strategies-for-ells/

Links to websites to support ELs in math http://larryferlazzo.edublogs.org/2007/12/25/the-best-math-sites-for-english-language-learners-2007/

Judit Moschkovich on Common Core Math and ELs https://www.youtube.com/watch?v=gUfpnIbq4TA

Math Resources Continued

Teaching elementary math to ELs http://teachelemmath.weebly.com/english-language-learners.html

Washington Association for Bilingual Education Math for ELs http://wabewa.org/math-for-ells

Resources for teaching math to ELs http://www.dsfconsulting.net/resources-teaching-ccss-mathematics-ells/

Math vocabulary cards http://www.graniteschools.org/mathvocabulary/

Additional Resources for English Learners in Science Classrooms:

NSTA position statement on ELs http://www.nsta.org/about/positions/ell.aspx

Teaching resources for ELs in science http://ell.stanford.edu/content/science

Science vocabulary for ELs http://www.cal.org/create/publications/briefs/improving-science-and-vocabulary-learning-of-english-language-learners.html

Strategies for teaching science to ELs http://www.csun.edu/science/ref/language/teaching-ell.html

Video of high school science lesson with visual supports https://www.teachingchannel.org/videos/teach-boyles-law

Language demands of NGSS and ELs http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-Quinn%20Lee%20Valdes%20Language%20and%20Opportunities%20in%20Science%20FINAL.pdf

Science lessons and strategies for ELs http://larryferlazzo.com/eslscience.html

Making Science Accessible to English Learners: A Guidebook for Teachers, Grades 6-12: Chapter 1—Teaching Science http://www.wested.org/online_pubs/Carr_Science_chapter1.pdf

Opportunities and Challenges for ELs in Science http://www.colorincolorado.org/article/61273/

Strategies to support ELs in Science http://www.amnh.org/learn-teach/english-language-learners/esl-strategies-to-construct-science-learning

Okhee Lee on Science, NGSS, and ELs https://www.youtube.com/watch?v=z19luxxIE7M

Links to websites to support ELs in science http://larryferlazzo.edublogs.org/2007/12/24/the-best-science-websites-for-students-teachers-2007/

Additional Resources for English Learners in Social Studies Classrooms:

NCSS article about challenges of teaching ELs in social studies classrooms
http://www.socialstudies.org/system/files/publications/se/5801/580112.html

Historical Scene Investigations http://www.hsionline.org/

Links to websites to support ELs in social studies http://larryferlazzo.edublogs.org/2007/12/23/the-best-social-studies-websites-2007/

Links to websites to support learning geography for ELs http://larryferlazzo.edublogs.org/2008/03/07/the-best-websites-for-learning-teaching-geography/

Background and strategies for ELs in social studies
http://steinhardt.nyu.edu/scmsAdmin/uploads/004/740/NYU_PTE_SocialStudies_for_ELLS_Oct2009.pdf

Supporting ELs in social studies http://www.colorincolorado.org/article/35950/

Using visuals to support ELs in social studies http://www.socstrpr.org/wp-content/uploads/2013/01/06465_no7.pdf

Strategies to support ELs in social studies http://www.azed.gov/english-language-learners/files/2011/11/english-language-development-strategies-in-social-studies.pdf

Supported lessons and strategies to support ELs in social studies classes http://teachinghistory.org/teaching-materials/english-language-learners/

Additional Resources for English Learners in Special Education:

SPED EL handbook http://www.capellct.org/documents/SPEDresourceguideupdated6-23-11-ABSOLUTEFINAL.pdf

Materials and resources to support ELs in SPED programs http://www.colorincolorado.org/educators/special_education/

Video of supported lesson for ELs in SPED https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty

Differentiating Instruction for SPED ELs http://www.amnh.org/learn-teach/english-language-learners/differentiating-instruction-for-special-education-ell-students

Consdierations before evaluation of a student http://www.misd.net/bilingual/ellsandspedcal.pdf

Resources http://www.nea.org/assets/docs/HE/mf_hispanicfocus07.pdf

Resources for ELs in SPED Continued

Evaluation of ELs with special needs
http://www.edweek.org/ew/articles/2012/08/29/02ell_ep.h32.html?qs=evaluation+of+English+learners+with+special+needs

Myths and Facts http://www.education.com/reference/article/special-education-ell-myths-facts/

Culturally Competent Assessment of ELs for services
http://www.nasponline.org/publications/cq/pdf/V38N7_CulturallyCompetentAssessment.pdf

Determining referrals http://www.dcsig.org/files/DeterminingAppropriateReferralsOfEnglishLanguageLearnersToSpecialEducation.pdf

Online resources http://ellsped.org/

Additional Resources for English Learners in Art, Music, Physical Education, Library, and CTE Classrooms:

Best practices for ELs in CTE courses http://ctsp.tamu.edu/instructional-videos/ELLs/

Teaching art to ELs http://www.artteacherwithheart.com/on-teaching-art-to-english-learners.html

ELs in physical education http://ijbssnet.com/journals/Vol_4_No_14_November_2013/13.pdf

Recommendations for teachers of ELs in physical education http://www.ellteacherpros.com/recommendations/physical-education/

Teaching ELs in music courses http://www.nafme.org/english-language-learners-in-music-class/

Supporting ELs in the library http://www.colorincolorado.org/article/33008/

Supporting ELs in the library http://www.schoollibrarymonthly.com/articles/Adams2010-v27n1p50.html

SRBI and English Learners:

SRBI and ELs Handbook http://capellct.org/documents/CAPELLSRBI-ELLHandbook-June2012_000.pdf

Video supporting ELs http://www.rti4success.org/video/what-should-educators-take-consideration-when-instructing-english-language-learners

CT State BOE Position Statement on high-quality programs for ELs http://www.sde.ct.gov/sde/LIB/sde/pdf/board/esl.pdf

Print Sources:

Birch, B.M. (2002). *English L2 reading: Getting to the bottom*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Bright, A., Hansen-Thomas, H., & De Oliveira, L. (2015). *The common core state standards in mathematics for English language learners: High school.* Alexandria, VA: TESOL Press.

Brisk, M. & Harrington, M. (2007). *Literacy and bilingualism: A handbook for all teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

Calderon, M. (2009). Effective instruction for English learners. Retrieved from http://www.scoe.org/docs/ah/AH_calderon.pdf

Celedón-Pattichis, S. & Ramirez, N. (2012) (Eds.), *Beyond good teaching: Advancing mathematics education for ELLs*. Reston, VA: National Council of Teachers of Mathematics.

Civil, M., & Turner, E. (Eds.) (2014). *Common Core State Standards in mathematics for English language learners grades k-8*. Alexandria, VA: TESOL Press.

Coggins, D. (2014). *English learners in the mathematics classroom* (2nd ed.). Thousand Oaks, CA: Corwin.

Cruz, B., et. al. (2003). *Passport to learning: Teaching social studies to ESL students*. Silver Springs, MD: National Council for the Social Studies.

Dove, M. & Honigsfeld, A. (2013). *Common Core for the not-so-common learner*. Thousand Oaks, CA: Corwin.

Echevarria, J., Vogt, M., & Short. D. (2007). *Making content comprehensible for English learners: The SIOP model*. Boston: Allyn & Bacon.

Hall Haley, M. (2010). *Brain-compatible differentiated instruction for English language learners*. Boston: Allyn & Bacon.

Johnson, H. & Watson, P. (2011). What is it they do: Differentiating knowledge and literacy practices across content disciplines. *Journal of adolescent & adult literacy*. 55(2). 100-109.

Kinsella, K. (2008). Developing academic discourse skills for English language learners in grades K-12. Retrieved from http://www.sccoe.k12.ca.us/depts/ell/kinsella.asp

Krashen, S. (1988). *Second language acquisition and second language learning*. Englewood Cliffs, NJ: Prentice-Hall.

Quiocho, A. & Ulanoff, S. (2009). *Differentiated literacy instruction for English learners*. Boston: Allyn & Bacon.

Robertson, K. (2009). Supporting ELLs in the mainstream classroom: Language tips. Retrieved from http://www.colorincolorado.org/article/33047/

Acronym Key for the CELP Standards

EP- English/language arts "Practice"*

InP- CT Social Studies Framework Inquiry "Practice"**

L- Language

MP- Math Practice

RH- Reading for History or Social Studies

RI- Reading for Informational Texts

RL- Reading for Literatures

RST- Reading for Science or Technical Subjects

SP- Science and Engineering Practice

SL- Speaking and Listening

W- Writing

WH- Writing for History or Social Studies

WST- Writing for Science or Technical Subjects

What are the practices?

The term *practices* refers to student behaviors used with increasing depth and sophistication from grades Kindergarten through grade 12, when engaged in the discipline-specific content, and reflect the disciplinary core proficiencies and processes.

*English language arts 'practices' were created specifically for this document based on the CCSS anchor standards for English language arts.

** The CT social studies inquiry practices were developed specifically for this document based on the CT SS Framework inquiry objectives.