

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

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Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the *critical language, knowledge about language,* and *skills using language* that are in college-and-career-ready standards and that are necessary for English 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 <u>do</u> with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by 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 | <i>The 10 CELP Standards</i> articulate the language needed for English Learners to successfully participate in any content-area classrooms in grades K-12. |
| <u>CELP Standards with Proficiency Descriptors by</u> <u>Grade Level</u> | 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. |
| <u>CELP Standards K-12 Progressions with Proficiency</u> <u>Descriptors by Standard</u> | <i>The CELP Standards with K-12 Progressions</i> are structured so that horizontally an educator can clearly see the progression through the language proficiency levels. Vertically, the <i>Progressions</i> 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 <i>Progressions</i> are another organization of the <i>CELP Standards with Proficiency Descriptors by Grade Level</i> . The content remains unchanged. |
| <u>K-12 Practice Matrix</u> | The <i>K-12 Practice Matrix</i> 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 | The CELP Standards with Correspondences to Content Area Practices and Connecticut |
|--|---|
| Area Practices and Connecticut Core Standards | <i>Core Standards</i> 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 and Speaking and Listening. |
| CELP Glossary | The CELP Glossary defines terms that appear in the CELP Standards Document. |
| Linguistic Supports | The <i>Linguistics Supports explain</i> (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-appropriate¹ 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 <u>end</u> 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 | | 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing |
| meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96) | and Reading | 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 | | 3 | Speak and write about grade-appropriate complex literary and informational texts and topics |
| possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the | Speaking and Writing | 4 | Construct grade-appropriate oral and written claims and support them with reasoning and evidence |
| learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96) | | 7 | Adapt language choices to purpose, task, and audience when speaking and writing |
| Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] | Listening, Speaking, Reading, | 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions |
| reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication | and Writing | 5 | Conduct research and evaluate and communicate findings to answer questions or solve problems |
| as language proficiency develops. (Phillips, 2008, p. 96) | | 6 | Analyze and critique the arguments of others orally and in writing |

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 <u>not</u> the explicit focus of the construct(s) being instructed or assessed.

CELP Standards with Proficiency Descriptors by Grade Level

| | 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 | with prompting and supports, use an emerging set of strategies to: identify some key words, attributes, and phrases | with prompting and supports, use a developing set of strategies to: identify main topics ask and answer questions about key details | 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 | 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 and oral presentations of information or stories | from read-alouds and oral presentations | from read-alouds and oral presentations | from read-alouds, picture books, and oral presentations | from read-alouds, picture books, and oral presentations |
| K.2 | An 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics | about familiar topics | about a variety of topics | about a variety of topics |

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.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 | with prompting and supports, communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to | with prompting and supports, communicate information or feelings using words and phrases acquired in conversations, reading, and being read to | 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 | 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 familiar texts, topics, experiences, events, or objects in the environment | about familiar topics, experiences, or events | about familiar topics, experiences, or events | about a variety of topics, experiences, or events | about a variety of topics, experiences, or events |
| 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 <i>-ed, -s,</i> <i>and some common prefixes</i> <i>and suffixes</i>), • 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 En | glish language proficiency | v level, an EL can | |
|-----|---|---|---|--|--|--|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | An EL can construct meaning from oral presentations | with prompting and supports, use a very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: |
| 1.1 | and literary and informational text through grade- appropriate listening, reading, and viewing. | identify a few key words/attributes | identify key words, attributes, and phrases | identify main topics, answer questions about key details retell some key details or events | identify main topics ask and answer questions about an increasing number of key details retell familiar stories or | identify main topics ask and answer questions about key details retell stories and events, including key details |
| | | from read-alouds, picture books, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | episodes of stories from read-alouds, written texts, and oral presentations | 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 | 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 | 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 | 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 |

| | CELP Standard | | By the end of each | English language proficience | y 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 | with prompting and supports, communicate basic messages using words and phrases acquired in conversations, reading, and being read to | 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 | 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 | 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 familiar texts, topics, experiences, events, or objects in the environment | about familiar topics, experiences, or events | about familiar topics, stories, experiences, or events | about a variety of texts, topics, experiences, or events | about a variety of texts, topics, experiences, or events |
| 1.4 | An 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 | y 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 En | glish language proficiency | y 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., <i>first, then</i>) | retell events or a story in sequence including key details present basic information about a topic use some temporal words (e.g., <i>next</i>, <i>after</i>), and some frequently occurring linking words (<i>and</i>, <i>so</i>) 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 proficienc | y 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 | with prompting and supports, use an emerging set of strategies to: identify some key words and phrases identify the main topic or message/lesson | with guidance and supports, use a developing set of strategies to: identify the main topic or message answer questions retell some key details | 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 | 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, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral communications |
| 2-3.2 | An 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics | | about a variety of topics and texts | about a variety of to texts |

| | CELP Standard | | By the end of each En | glish 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 | 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 | 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 | 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 | 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 |
| | An EL can | about familiar texts, topics, experiences, events, or objects in the environment with prompting and supports, | about familiar texts, topics, experiences, or events with prompting and supports, | about familiar texts, topics, experiences, or events with guidance and supports, | about a variety of texts, topics, experiences, or events • introduce a topic • express opinions | about a variety of texts, topics, experiences, or events • introduce a topic • express opinions |
| 2-3.4 | construct grade- appropriate oral and written claims and support them with reasoning and evidence. | verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to | express an opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words | 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 | 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 | 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 familiar topics or experiences | about familiar topics, experiences, or events | about familiar texts, experiences, or events | about a variety of texts topics, experiences, and events | about a variety of texts, topics, experiences, or events |

| | CELP Standard | | By the end of each En | glish 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 En | glish language proficiency | level, an EL can | |
|-------|---|--|--|---|---|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | 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, | 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 <i>-ed, -ing</i> , and some common prefixes and |
| 2-3.8 | | 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 | common prenxes 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 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 |
| | An EL can | with prompting and supports, | with prompting and supports, | with guidance and supports, | | |
| 2-3.9 | create clear and coherent grade-appropriate speech and text. | 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 | communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., and, then) | 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 (<i>before, after,</i> <i>soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because, and, also</i>) to connect ideas or events provide some sense of | 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., <i>because, and, also</i>) to connect ideas and events provide a concluding statement about the topic |

| | CELP Standard | | By the end of each En | glish 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. <i>childhood</i>) 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 En | glish language proficiency | level, an EL can | |
|-------|--|--|---|--|---|---|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | An EL can construct meaning from oral presentations and | with prompting and supports, use a very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: |
| 4-5.1 | literary and informational text through grade- appropriate listening, reading, and viewing. | identify a few key words and phrases from read-alouds, simple written texts, and oral presentations | identify the main topic retell/describe a few key details from read-alouds, simple written texts, and oral presentations | determine the main idea or theme retell/describe a few key details retell familiar stories from read-alouds, simple written texts, and oral presentations | 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 | 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics and texts | about familiar topics and texts | about a variety of topics and texts | about a variety of topics and texts |

| 0 | CELP Standard | | By the end of ea | ach English language profici | ency 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. | with prompting and supports, deliver short oral presentations compose written texts with drawings or illustrations use academic and domain specific vocabulary | with guidance and supports, deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary | 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 | 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 familiar texts, topics, events, or objects in the environment | about familiar texts, topics, and experiences | including a key details about familiar texts, topics, and experiences | about a variety of texts, topics, and experiences | 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 ea | ach English language profici | ency level, an EL can | |
|-------|---|--|---|--|--|--|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | An EL can | with prompting and | with prompting and | with guidance and supports, | conduct short research | • conduct short research |
| 4-5.5 | conduct research and evaluate and communicate findings to answer questions or solve problems. | 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 | supports, conduct short individual or shared research projects to answer a question recall information from experience gather information from provided sources record some information | 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 | 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 | 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, | 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 | 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 | 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 <i>-ed</i>, <i>-ing</i>, 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 ea | ch English language profic | ciency 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., <i>after a while, for example, in order to, as a result</i>) 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 ea | ch English language profi | ciency 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 ea | ch English language proficien | cy 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 | with prompting and supports, deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details | 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 | 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 | 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 familiar texts, topics, and experiences | about familiar texts, topics, experiences, or events | about familiar texts, topics, or events | about a variety of texts, topics, and events | 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 ea | ch English language profic | ciency 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 ea | ch English language profic | ciency 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 | 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 | use an increasing range of strategies to: determine two central ideas or themes in oral presentations and written texts analyze the development of | 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 |
| | An EL can | with prompting and supports, | explain how details support the main topic with prompting and supports, | developed by specific details in the texts summarize parts of the text with guidance and supports, | the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text | evidence from the texts to support the analysis summarize a text |
| 9-12.2 | participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. | 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 | 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 | 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 e | each English language profic | ciency level, an EL can | |
|--------|---|--|---|---|--|--|
| | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | An EL can speak and write about grade-appropriate | with prompting and supports, | with prompting and supports, | with guidance and supports, | including relevant general and specific details, concepts, and examples to develop the topic, | including relevant details, concepts, information, and examples to fully develop a topic, |
| 9-12.3 | complex literary and informational texts and topics. | communicate information using words and phrases acquired in conversations, reading, and being read to | deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details | 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 | deliver oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary | deliver oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific vocabulary |
| | | about familiar texts, topics, and experiences | about familiar texts, topics, experiences, or events | about mix of familiar and new texts, topics, or events | about a variety of texts, topics, or events | 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 e | each English language profic | ciency 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 eac | h English language proficier | ncy 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 | 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 | 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 ea | ch English language profic | ciency 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., <i>first, next, because</i>) 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., <i>after a while, for example, as a result</i>) 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

<u>Standard 1</u>: 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 | with prompting and supports, use an emerging set of strategies to: identify some key words, attributes, and phrases | with prompting and supports, use a developing set of strategies to: identify main topics ask and answer questions about key details | with prompting and supports, use an increasing range of strategies to: identify main topics answer questions about key details or parts of stories or | with prompting and supports, use a wide range of strategies to: identify main topics answer questions about key details retail stories and events | | |
| | from read-alouds and oral presentations of information or stories | from read-alouds and oral presentations | from read-alouds and oral presentations | events retell events from read-alouds, picture books, and oral presentations | 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: | | |
| | identify a few key words/attributes | identify key words, attributes, and phrases | identify main topics answer questions about key details retell some key details or events | identify main topics ask and answer questions about an increasing number of key details retell familiar stories or episodes of stories | identify main topics ask and answer questions about key details retell stories and events, including key details | | |
| | from read-alouds, picture books, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral presentations | | |
| Grades 2-3 | with prompting and supports, use a very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: | | |
| | identify a few key words and phrases | identify some key words and phrases identify the main topic or message/lesson | identify the main topic or message answer questions retell some key details | 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 | determine the main idea or message tell how key details support the main idea retell a variety of stories | | |
| | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral communications | | |

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 40

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 lev | vel, 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: |
| | identify a few key words and phrases | identify the main topic retell/describe a few key details | determine the main idea or theme retell/describe a few key details retell familiar stories | determine the main idea or theme explain how some key details support the main idea or theme summarize part of a text | determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text |
| | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral presentations |
| Grades 6-8 | with prompting and supports, use a very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: |
| | identify a few key words and phrases in oral communications and simple written texts | identify the main topic in oral communication and simple written texts retell a few key details | 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 | 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 | 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: |
| | identify a few key words and phrases in oral communications and simple oral and written texts | 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 | 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 | 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 | 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 |

<u>Standard 2</u>: 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics | about familiar topics | about a variety of topics | 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics | about familiar topics | about a variety of topics and texts | 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics | about familiar topics and texts | about a variety of topics and texts | about a variety of topics and texts | | |
| Grades 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 | 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 | 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 | 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 | 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 familiar topics | about familiar topics and texts | about familiar topics and texts | about a variety of topics and texts | about a variety of topics and texts | | |

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 o | of each English language proficienc | y 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 |

<u>Standard 3</u>: 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, | with prompting and supports, | with prompting and supports, | with prompting and supports, | 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 | communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events | communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events | 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 | 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, | with prompting and supports, | with guidance and supports, | | | | |
| | communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to | communicate basic messages using words and phrases acquired in conversations, reading, and being read to | 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 | 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 | 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 familiar texts, topics, experiences, events, or objects in the environment | about familiar topics, experiences, or events | about familiar topics, stories, experiences, or events | about a variety of texts, topics, experiences, or events | about a variety of texts, topics experiences, or events | | |

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

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

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, | with prompting and supports, express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, | 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, | introduce the topic express opinions give a reason for the opinion use words and phrases acquired in conversations, reading, and being read to | 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, | |
| Grades 2-3 | experiences, or objects in the environment with prompting and supports, verbally or nonverbally express an opinion using | experiences, or events with prompting and supports, express an opinion use words and phrases | experiences, or events with guidance and supports, express an opinion give one or more reasons for | experiences, and events introduce a topic express opinions give several reasons for the | experiences, or events introduce a topic express opinions create an organizational | |
| | words and phrases acquired in conversations, reading, and being read to | acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words | the opinion use words and phrases acquired in conversations, reading, and being read to, and (at grade 3) academic and domain specific words | 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 | 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 familiar topics or experiences | about familiar topics, experiences, or events | about familiar texts, experiences, or events | about a variety of texts topics, experiences, and events | 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, | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | |
| | participate in shared research projects to answer a question recall information from experience or from a provided source | participate in shared research projects to answer a question recall information from experience or use information from a provided source label information | 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 | 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 | 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 | |

| | 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 | |

| | 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, | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | |
| | orally or nonverbally identify the opinion or preference of others | orally identify the opinion or preference of others | identify the main point of an author or speaker | identify the main point of an author or speaker identify a reason an author or speaker gives to support a point | 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, | with prompting and supports, | with guidance and supports, | | | |
| | • use a few frequently occurring words and phrases to identify the main point of an author or speaker | identify the main point of an author or speaker identify a reason an author or a speaker gives to support a point | 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, | with prompting and supports, | with guidance and supports, | | | |
| | use a few frequently occurring words and phrases to identify a point an author or a speaker makes | identify the main point of an author or speaker identify a reason an author or a speaker gives to support the main point | 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, | with prompting and supports, | with guidance and supports, | | | |
| | identify a point an author or speaker makes | identify a point an author or speaker makes identify a reason an author or speaker gives to support a main point | 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 | |

| | | 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, | with prompting and supports, | with guidance and supports, | | | | | |
| | use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to | use language for social and academic purposes use some words learned through conversations, reading, and being read to | adapt language choices to different social and academic contexts use high frequency general academic and content-specific words, phrases, and expressions | adapt language choices according to purpose, task, and audience use a wide range of general academic and content-specific words and phrases | 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 conversation, discussions, and short written text | in speech and writing | in speech and writing | | | |
| Grades 6-8 | with prompting and supports, | with prompting and supports, | with guidance and supports, | | | | | |
| | use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to | 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 | 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, | using prompting, context, visual aids, and knowledge of morphology in the native language, | using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, | using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), | 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), | | |
| | recognize the meaning of a few frequently occurring words | recognize the meaning of some frequently occurring words and phrases | answer questions to help determine the meaning of some words and phrases | answer and sometimes ask questions about the meaning of words and phrases | answer and ask questions about the meaning of words and phrases | | |
| | in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentations and read-alouds about a variety of topics, experiences, or events | in simple oral presentations and read-alouds about a variety of topics, experiences, or events | | |
| Grade 1 | relying on prompting, context, visual aids, and knowledge of morphology in the native language, | using prompting, context, visual aids, and knowledge of morphology in the native language, | using context, visual aids, reference materials, and a developing knowledge of English morphology, | using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, | using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes and suffixes) | | |
| | recognize the meaning of a few frequently occurring words and phrases | answer simple questions to help determine the meaning of frequently occurring words and phrases | answer and sometimes ask questions to help determine the meaning of frequently and some less frequently occurring words and phrases | answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions | answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions | | |
| | in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentations and read-alouds about familiar topics, experiences, or events | in oral presentations, read- alouds, and simple texts about familiar topics, experiences, or events | in oral presentations and written texts about a variety of topics, experiences, or events | in oral presentations and written texts about a variety of topics, experiences, or events | | |

| | 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, | 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 | using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and | | |
| | 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 | 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 | 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 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 | | |
| Grades 4-5 | relying on context, visual aids, and knowledge of morphology in the native language, recognize the meaning of a few frequently occurring | using context, some visual aids, reference materials, and knowledge of morphology in the native language, determine the meaning of some frequently occurring | using context, visual aids, reference materials, and a developing knowledge of English morphology, determine the meaning of frequently occurring words | 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- | using context, reference materials, and knowledge of English morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes and suffixes), • determine the meaning of academic and content-specific | | |
| | words, phrases, and formulaic expressions in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events | words, phrases, and formulaic expressions in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events | and phrases determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events | specific words, phrases determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events | determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events | | |

| | 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, | with prompting and supports, | with guidance 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 | communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., and, then) | 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 (<i>before, after, soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because, and, also</i>) 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., <i>because, and, also</i>) 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.

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, | using context, visual aids, reference materials, and knowledge of morphology in the native language, | using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), | using context, reference materials, and an increasing knowledge of English morphology, | using context, reference materials, and knowledge of English morphology, | | |
| | recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions | determine the meaning of frequently occurring words, phrases, and expressions | determine the meaning of general academic and content- specific words and phrases and frequently occurring expressions | determine the meaning of general academic and content- specific words and phrases, and a growing number of idiomatic expressions | determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) | | |
| | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about a variety of topics, experiences, or events | in texts about a variety of topics, experiences, or events | | |
| Grades 9-12 | relying on context, visual aids, and knowledge of morphology in their native language, | using context, visual aids, reference materials, and knowledge of morphology in their native language, | using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), | using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, | using context, complex visual aids, reference materials, and consistent knowledge of English morphology, | | |
| | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions | determine the meaning of frequently occurring words, phrases, and formulaic expressions | determine the meaning of general academic and content- specific words and phrases and frequently occurring expressions | • determine the meaning of general academic and content- specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions | 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 familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about a variety of topics, experiences, or events | in texts about a variety of topics, experiences, or events | | |

<u>Standard 9</u>: 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., <i>next</i>, <i>after</i>), and some frequently occurring linking words (<i>and</i>, <i>so</i>) 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, | with prompting and supports, | with guidance 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 | communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., and, then) | 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 (<i>before, after, soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because, and, also</i>) to connect ideas or events provide some sense of closure | introduce an informational topic present facts about the topic use temporal words to recound a coherent and detailed sequence of events, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because, and, also</i>) 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, | with prompting and supports, | with guidance 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 | 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., <i>next, because, and, also</i>) provide a concluding statement | 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., <i>first, next, because</i>) 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 | 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 | 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 | 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 about familiar topics | in response to prompts | in response to prompts | |

| | 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. <i>childhood</i>) 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 | |

| | 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, | with prompting and supports, | with guidance and supports, | | | | |
| | recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions | use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences | 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., <i>myself, ourselves</i>) 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, | with prompting and supports, | with guidance 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 | use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics | 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 | | |

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

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

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

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

- 1. Correspondences with the 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 "<u>CCSO ELPD Framework</u>") (CCSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The <u>CCS Standards for Mathematical Practices a.k.a.</u>, the Mathematical Practices are the first eight standards for the CCS for Mathematics and the <u>NGSS Science and Engineering Practices</u> are one of three dimensions in every NGSS standard. A set of ELA "Practices" was created for the 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.

Math

Relationships and

Convergences

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

Notes:

- 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).
- EP7* represents CCSS for ELA student "capacity" (p. 7).

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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.

MPI. Make sense of problems and persevere in solving them

MP2. Reason abstractly and quantitatively

MP6. Attend to precision

MP7. Look for and make use of structure

MP8. Look for and express regularity in repeated reasoning

/ EP7*.

Use technology and digital media strategically and capably

MP5. Use appropriate tools strategically

SP2. Develop and use models MP4. Model with mathematics

SP5. Use mathematics and computational thinking

EPI. Support analysis of a range of grade-

level complex texts with evidence

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

SP7. Engage in argument from evidence

sproblems SP3. Plan and carry out investigations

SPI. Ask questions and define

SP4. Analyze and interpret data

SP6. Construct explanations and design solutions

SP8. Obtain,

Science

evaluate, and communicate information

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

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

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

EP6. Use English structures to communicate context specific messages

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.

| Pract | ices | | | | C | ELP St | andaro | ds | | | |
|-------|---|-----|-----|-----|-----|--------|--------|-----|-----|-----|-----|
| 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 |
| Math | nematical 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 | | | | | | | | | |
| Scier | ice Practices (SP) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| SP1. | Ask questions and define problems. | SP1 | | | | | SP1 | SP1 | SP1 | | |
| SP2. | Develop and use models. | | | | | | | | | | |
| SP3. | Plan and carry out investigations. | | | | | SP3 | | | | | |
| SP4. | Analyze and interpret data. | | SP4 | | SP4 | | | | | | |
| SP5. | Use mathematics and computational thinking. | | | | | | | | | | |
| SP6. | Construct explanations and design solutions. | | SP6 | SP6 | | SP6 | SP6 | SP6 | | | |
| SP7. | Engage in argument from evidence. | | | 1 | SP7 | 1 | SP7 | 1 | | 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 | InP.10 | InP.10 | InP.10 | | InP.10 | InP.10 | InP.10 | | | |
| using claims and evidence | | | | | 111.10 | | 111.10 | | | |
| 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.

| | CELD Standards | | Correspondi | ng CCS for El | LA Standards | |
|-----------|---|------------|-------------|---------------|--------------|------|
| | CELP Standards | RL | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4, 5 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 6 | |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8 | 4, 5 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1 | 3 | |
| <u>Z</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | 2 | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 2, 3 | 4, 6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1 |

Legend for Domains

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

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 <u>end</u> of | each English language proficie | ncy level, an EL can | | |
|--|---|--|---|--|---|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| | with prompting and supports, use a very limited set of | with prompting and supports, use an emerging set of strategies to: | with prompting and supports, use a developing set of strategies to: | with prompting and supports, use an increasing range of strategies to: | with prompting and supports, use a wide range of strategies to: | |
| | strategies to:identify a few key words/attributes | identify some key words, attributes, and phrases | identify main topics ask and answer questions about key details | identify main topics answer questions about key details or parts of stories or events retell events | identify main topics answer questions about key details retell stories and events | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | from read-alouds and oral presentations of information or stories | from read-alouds and oral presentations | from read-alouds and oral presentations | from read-alouds, picture books, and oral presentations | from read-alouds, picture books, and oral presentations | |
| Read Inforn Read Litera Mriting Speaking an | | more of the following content- | | | | |
| | EP3. Construct valid argumen EP4. Build and present knowle | nge of grade-level complex texts with e ts from evidence and critique the rease edge from research by integrating, con others and articulate his or her own ide | oning of others. nparing, and synthesizing ideas from | InP.1-4. Construct and critique questions that advance and frame inqu 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. | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | | | rs. | SP1. Ask questions and define p | roblems. | |
| EP I MP SP 3 InP L L | when engaging in tasks al | igned with the following Kinde | rgarten CCS for ELA Standards | : | | |
| | message or lesson. RL.3. With prompting and sup story. RL.7. With prompting and sup story in which they app RL.1., Rl.1. With prompting ar | | RI.3. With I major events in a event RI.7. With en illustrations and the text i lustration depicts). illustration about key details in a text. | al Text fy the main topic and retell key details o prompting and support, describe the cor s, ideas, or pieces of information in a tex prompting and support, describe the rela n which they appear (e.g., what person, p ation depicts). | nnection between two individuals, .t. ationship between illustrations and the olace, thing, or idea in the text an | |

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 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...

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|--|---|
| with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | 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 | participate in short conversations using words and phrases acquired in conversations, reading, and being read to respond to simple yes/no and wh- questions | 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 | 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 | participate in conversations and discussions using words and phrases acquired in conversations, reading, and bein read to ask and answer questions follow rules for discussion contribute his or her own relevations |
| about familiar topics | about familiar topics | | | |
| about familiar topics | | about familiar topics | about a variety of topics | about a variety of topics |

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.

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

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|---|--|
| with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, |
| communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to | communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to | communicate information or feelings using words and phrases acquired in conversations, reading, and being read to | tell or dictate messages compose short written texts including drawings or illustrations use words and phrases acquired in conversations, reading, and being read to | make oral presentations compose short written texts including drawings or illustration use words and phrases acquired in conversations, reading, and being read to |
| about familiar texts, topics, experiences, events, or objects in the environment | about familiar topics, experiences, or events | about familiar topics, experiences, or events | about a variety of topics, experiences, or events | about a variety of topics, experiences, or events |
| when engaging in one or mo | re of the following content-spec | ific practices: | • | |
| appropriate to the task, p | | nganization, and style are | InP.6-8. Gather and evaluate a range o InP.9 Develop claims and counterclaim InP.10. Construct and critique valid arg InP.11. Construct and critique explanat InP.12-14. Communicate and critique o InP.15-17. Take informed action. | s using evidence. uments. ions. |
| | and persevere in solving them. nts and critique the reasoning of others | 5. | SP6. Construct explanations and design SP8. Obtain, evaluate, and communic | |
| when engaging in tasks alig | ned with the following Kinderga | rten ELA CCS Standards: | | |
| about the topic. | ing, dictating, and writing to narrate a s | | they name what they are writing about vents, tell about the events in the order | |
| | laces, things, and events and, with pron al displays to descriptions as desired to | | detail. | |

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

| with prompting and supports, | | | Level 4 | Level 5 |
|---|--|---|---------------------------------------|------------------------------------|
| 1 1 0 11 , | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, |
| verbally or nonverbally express | ess a • express an opinion or preference | • express an opinion or preference | • introduce the topic | • introduce the topic |
| feeling or opinion using a lim | ited using words and phrases acquired | using words and phrases acquired | • express an opinion or preference | • express an opinion or preference |
| number of words and phrase | s in conversations, reading, and | in conversations, reading, and | using words and phrases acquired | using words and phrases |
| acquired in conversations, | being read to | being read to | in conversations, reading, and | acquired in conversations, |
| reading, and being read to | | | being read to | reading, and being read to |
| about familiar topic or objects | in about a familiar topic or experience | about a familiar topic, text, or | about a variety of topics, texts, or | about a variety of topics, texts, |
| the environment | | experience | experiences | experiences, or events |
| EP3. Construct valid argu EP5. Build upon the idea | purpose, and audience. Iments from evidence and critique the reaso s of others and articulate his or her own idea res to communicate context-specific message | ning of others. Is when working collaboratively. | InP.15-17. Take informed action. | |
| | uments and critique reasoning of others. | | SP4. Analyze and interpret data. | |
| MP6. Attend to precision | | | SP7. Engage in argument from eviden | |
| | | | SP8. Obtain, evaluate, and communic | ate information. |
| when engaging in tasks | aligned with the following Kinderga | rten ELA CCS Standards: | | |
| | of drawing, dictating, and writing to compos | e oninion nieces in which they tell a rea | der the tonic or the name of the book | they are writing about and state |
| W 1 Use a complication | | | | |

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

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|------------|---|--|--|---|---|
| w | ith prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, |
| • | participate in shared research projects to answer a question recall information from experience or from a provided source | participate in shared research projects to answer a question recall information from experience or use information from a provided source label information | 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 | projects to answer a question recall information from experience or use information from provided sources label and sort information into provided categories | participate in shared research projects to answer a question recall information from experience or use informatio from a variety of provided sources label and sort information present findings to a small or large group using drawings o illustrations, when useful |
| • | hen engaging in one or mo | re of the following content-spe | cific practices: | | |
| L Language | EP4. Build and present knowle from texts.EP5. Build upon the ideas of o | nge of grade-level complex texts with e edge from research by integrating, com thers and articulate his or her own ide communicate context-specific messag | nparing, and synthesizing ideas as when working collaboratively. | InP.5. Determine helpful sources to answ InP.6-8. Gather and evaluate a range of s InP.10. Construct and critique valid argur InP.11. Construct and critique explanatio InP.12-14. Communicate and critique con InP.15-17. Take informed action. | ources. nents. ns. |
| L Language | MP1. Make sense of problems MP3. Construct viable argume | and persevere in solving them. nts and critique the reasoning of other | rs | SP3. Plan and carry out investigations.SP6. Construct explanations and designSP8. Obtain, evaluate, and communicat | |
| r Lan | hen engaging in tasks align | ed with the following Kinderga | rten ELA CCS Standards: | | |
| | | | | hor and express opinions about them). rom provided sources to answer a question | ۱. |
| | | aces, things, and events and, with pror al displays to descriptions as desired to | | onal detail. | |

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

| | | By the <u>end</u> of eac | h English language proficiency le | evel, an E | EL can | | |
|--|--|--|---|---------------------|---|--|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | |
| | with prompting and supports, | with prompting and supports, | with prompting and supports, | with pro | ompting and supports, | with prompting and supports, | |
| | orally or nonverbally identify the opinion or preference of others | orally identify the opinion or preference of others | identify the main point of an author or speaker | author • identif | fy the main point of an r or speaker fy a reason an author or er gives to support a point | identify the main point of an author or speaker identify the reasons an author or speaker gives to support main point | |
| Text Jg | | | | | | | |
| rtional 1 ure listenir | when engaging in one or mor | e of the following content-spec | cific practices: | | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | purpose, and audience. EP3. Construct valid arguments EP4. Build and present knowled | The writing in which the development, organization, and style are appropriate to task, from evidence and critique the reasoning of others. Inp. 10. Construct and critique valid arguments. Inp. 10. Construct and critique valid arguments. Inp. 12-14. Communicate and critique conclusion | | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | MP1. Make sense of problems a MP3. Construct viable argumen | nd persevere in solving them. ts and critique reasoning of others. | | | SP1. Ask questions and defSP6. Construct explanationSP7. Engage in argument frSP8. Obtain, evaluate, and | s and design solutions. om evidence. | |
| Languag vractice Practice al Studii e | when engaging in tasks aligne | ed with the following Kindergar | ten ELA CCS Standards: | | | | |
| EP English L MP Math pi SP Science F nP CT Socia L Language | RI.8. With prompting and suppo | rt, identify the reasons an author gives | to support points in a text. | | | | |
| EP E MP SP 9 | | ng, dictating, and writing to compose c It the topic or book (e.g. <i>, My favorite b</i> | opinion pieces in which they tell a reade book is). | er the topi | c or the name of the book the | ey are writing about and state an | |
| | SL.3. Ask and answer questions i | n order to seek help, get information, o | or clarify something that is not underst | ood. | | | |
| | | | | | | | |

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

| Level 1 | | Level 2 | Level 3 | | Level 4 | Level 5 |
|---|--|---|--|---|--|--|
| wit | th prompting and supports, | with prompting and supports, | with prompting and supports | s, | with prompting and supports, | with prompting and supports, |
| c • r f t | epeat and use frequently occurring words and phrases ecognize the meaning of high requency words learned hrough conversations, reading, and being read to | 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 | use some words learned through conversations, rea and being read to recognize the meaning and context of some words lead through conversations, rea and being read to | d the irned | use words learned through conversations, reading, and being read to demonstrate a developing awareness of the difference social language and language for the classroom | use words learned through conversations, reading, and being read to demonstrate an awareness of differences between social language and language appropriate to the classroom |
| wl | EP2. Produce clear and cohere appropriate to the task, p | re of the following content-spe ent writing in which the development, purpose, and audience. communicate context-specific messag | organization, and style are ges. | InP.9. D InP.10. InP.11. InP.12-1 | . Construct and critique questions tha Develop claims and counterclaims usir Construct and critique valid argumen Construct and critique explanations. 14. Communicate and critique conclus 17. Take informed action. | ng evidence. ts. |
| | MP4. Model with mathematics | | | - | sk questions and define problems. | |
| | MP6. Attend to precision. | - | | SP6. Construct explanations and design solutions. | | |
| | | | | SP8. O | btain, evaluate, and communicate inf | ormation. |
| wl | hen engaging in tasks align | ed with the following Kinderga | arten ELA CCS Standards: | | | |
| when engaging in tasks aligned with the following Kindergart W.5. With guidance and support from adults, respond to questions an SL.6. Speak audibly and express thoughts, feelings, and ideas clearly. | | | nd add d | etails to strengthen writing as needed | d. | |

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

| | Level 2 | Level 3 | | Level 4 | Level 5 |
|--|--|---|--------------|--|---|
| relying on prompting, context, visual aids, and knowledge of morphology in the native language, | using prompting, context, visual aids, and knowledge of morphology in the native language, | using prompting, context, v aids, reference materials, a developing knowledge of E morphology, | and a | using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), | using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as <i>-ed</i> , <i>s</i> , and some common prefixes and |
| recognize the meaning of a few frequently occurring words | recognize the meaning of some frequently occurring words and phrases | answer questions to help determine the meaning of some words and phrases | | answer and sometimes ask questions about the meaning of words and phrases | suffixes), answer and ask questions about the meaning of words and phrases |
| in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentation read-alouds about familian experiences, or events | | in simple oral presentations and read-alouds about a variety of topics, experiences, or events | in simple oral presentations and read-alouds about a variety of topics, experiences, or events |
| MP1. Make sense of problems and | persevere in solving them. ed with the following Kindergar | SP8. C | Obtain, eval | ns and define problems. luate, and communicate information. | |
| when engaging in tasks align | ed with the following Kindergar | Informational Text | <u>.</u> | | |
| | hout unknown words in a toxt | | g and suppo | ort, ask and answer questions about ur | nknown words in a text. |
| Literature RL.4. Ask and answer questions a | DOUL UNKNOWN WORDS IN A LEXL. | | | , | |

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

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|----------|--|---|---|---|---|
| wit | h prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, |
| e • p | ut events in order from an xperience or familiar story oint to or match attributes of bjects in the environment | 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) | 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) | events from experience or a familiar story, with a beginning, middle, and enddescribe objects in the | retell a short sequence of event 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. <i>and, so, then</i>) and positional words (e.g., <i>above, beside</i>) |
| wł | | ore of the following content-spe | - | | |
| | appropriate to task, pu | erent writing in which the development rpose, and audience. | | P.11. Construct and critique explanations P.12-14. Communicate and critique concl | |
| | - | ns and persevere in solving them. ents and critique reasoning of others. cs. | SP | 7. Engage in argument from evidence. 8. Obtain, evaluate, and communicate in | |
| wł | nen engaging in tasks aligr | ned with the following Kinderga | arten ELA CCS Standards: | | |
| | about the topic. W.3c. Use a combination of d provide a reaction to w SL.4. Describe familiar people | rawing, dictating, and writing to narrat | e a single event or several loosely lin prompting and support, provide add | which they name what they are writing a ked events, tell about the events in the o itional detail. | |

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|-----|--|--|---|--|--|
| wi | th prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, | with prompting and supports, |
| • | recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple yes/no questions | recognize and use frequently occurring nouns and verbs respond to simple wh- questions produce a few simple sentences | recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences | recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce and expand simple | use frequently occurring regulation plural nouns, verbs, prepositions, and question words ask and answer questions produce and expand simple |
| | familiar shared language :ivities | in familiar shared language activities | in shared language activities | in shared language activities | in shared language activities |
| vvi | EP2. Produce clear and cohe appropriate to task, pu | re of the following content-specific practices: ent writing in which the development, organization, and style are ose, and audience. communicate context- specific messages. | | InP.12-14. Communicate and critique conclusions. | |
| | MP6. Attend to precision. | | | SP8. Obtain, evaluate, and comm | unicate information. |
| | | | | | |
| w | L.1. Demonstrate comma a. Print many upper- b. Use frequently occ c. Form regular plura | nd of the conventions of standard Englis and lowercase letters. aurring nouns and verbs. I nouns orally by adding /s/ or /es/ (e.g., se question words (interrogatives) (e.g., | h grammar and usage when writing o , dog, dogs; wish, wishes). | r speaking. | |

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 | | Correspondi | ing CCS for E | LA Standards | |
|-----------|---|---------|-------------|---------------|--------------|------|
| | CELP Standards | RL | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4, 5 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8 | 4, 5 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1 | 3 | |
| <u>Z</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 2,3 | 4 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1 |

Legend for Domains

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

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 <u>end</u> of ea | ch English language proficiency i | 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to:identify main topics |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | identify a few key words/ attributes from read-alouds, picture books, and oral presentations | identify key words, attributes, and phrases from read-alouds, simple written texts, and oral presentations | identify main topics, answer questions about key details retell some key details or events | 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, | ask and answer questions about key details retell stories, including key details from read-alouds, written texts, and oral presentations |
| natio ature nd list | and oral presentations | texts, and oral presentations | texts, and oral presentations | and oral presentations | |
| l Inforr d Litera ing king ar | when engaging in one or mor | e of the following content-spe | cific practices: | | |
| anguage arts practice actice Practice Il Studies Inquiry Practice | EP3. Construct valid arguments fro EP4. Build and present knowledge EP5. Build upon the ideas of other MP1. Make sense of problems and | and critique the reasoning of others. ucture | g of others. ing, and synthesizing ideas from texts. | InP.1-4. Construct and critique ques InP.5. Determine helpful sources to InP.6-8. Gather and evaluate a rang InP.9. Develop claims and countercl InP.10. Construct and critique valid InP.11. Construct and critique expla SP1. Ask questions and define probl | e of sources. laims using evidence. arguments. inations. |
| EP English L MP Math pi SP Science F InP CT Socia L Language | | ed with the following Grade 1 B | ELA CCS Standards: | 1 | |
| | RL.3. Describe characters, se Informational Text RI.2. Identify the main topic RI.3. Describe the connection RI.7. Use the illustrations and RL.1. RI.1. Ask and answer q | and retell key details of a text. a between two individuals, events, idea details in a text to describe its key ide uestions about key details in a text. | as, or pieces of information in a text. | | |

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 . . .

| | Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 |
|---|--|--|--|---|--|--|
| li p c n a r n a | 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 verbally and nonverbally to simple yes/no and some wh- questions | | participate conversatio exchanges phrases acc conversatio being read follow rule ask and and | ons, reading, and to s for discussion swer simple to gain information or erstanding | 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 |
| wł | when engaging in one or more of the following content-specific practices: | | | | | |
| | EP5. Build upon the ideas of c working collaboratively. | nge of grade-level complex texts with others and articulate his or her own ic s and persevere in solving them. | | InP.10. Construct an InP.11. Construct an InP.12-14. Communi InP.15-17. Take info | | d frame inquiry. |
| | | ents and critique the reasoning of oth | ners. | SP4. Analyze and interpret data.rs.SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information. | | |
| wł | | ned with the following Grade | | | | |
| | W.6. With guidance and support from adults, use a variety of digital too SL.1. Participate in collaborative conversations with diverse partners about a. Follow agreed-upon rules for discussions (e.g., listening to other b. Build on others' talk in conversations by responding to the communic. Ask questions to clear up any confusion about the topics and text | | ers about Grade o others with care e comments of o | 1 topics and texts with e, speaking one at a tim thers through multiple | peers and adults in small and larger give about the topics and texts under dis | roups. |

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

| | | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|--|------------------------|--|--|---|---|--|--|
| | • co or ph co | prompting and supports, mmunicate basic information feelings using words and rases acquired in nversations, reading, and ing read to | with prompting and supports, communicate basic messages using words and phrases acquired in conversations, reading, and being read to | with guidance and su deliver short simple presentations compose short writ including drawings illustrations | oral ten texts or | deliver short simple oral presentations compose written texts with drawings or illustrations use words and phrases acquired in conversations, reading, and being read to | 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 |
| W Writing SL Speaking and listening | expe the e | about familiar texts, topics, experiences, events, or objects in the environment about familiar topics, experiences, or events | | in conversations, reading, and being read to about familiar topics, stories, experiences, or events | | include relevant details about a variety of texts, topics, experiences, or events | about a variety of texts, topics, experiences, or events |
| Inquiry Practice | whe | EP1. Support analyses of a ra EP2. Produce clear and cohe | re of the following content-spe ange of grade-level complex texts with rent writing in which the developmen the task, purpose, and audience. | n evidence. | InP.6-8. Gath InP.9. Develo InP.10. Const InP.11. Const InP.12-14. Co | struct and critique questions that adva ner and evaluate a range of sources. op claims and counterclaims using evid truct and critique valid arguments. truct and critique explanations. ommunicate and critique conclusions. ske informed action. | |
| SP Science Practice InP CT Social Studies L Language | | MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of oth MP4. Model with mathematics. MP6. Attend to precision. | | iers. | | uct explanations and design solutions. , evaluate, and communicate informat | ion. |

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.

| | | By the end of eac | h English language proficiency | level, an EL can | | |
|---|--|--|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| | with prompting and supports, | with prompting and supports, | with guidance and supports, | • introduce the topic | • introduce the topic | |
| SL Speaking and listening | 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 express an opinion using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, about fami | | 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 | 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 | 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 | |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and coh appropriate to task, pu EP3. Construct valid argum EP5. Build upon the ideas o | re of the following content-spe erent writing in which the developme urpose, and audience. ents from evidence and critique the re of others and articulate his or her own to communicate context-specific mes | ent, organization, and style are easoning of others. ideas when working collaboratively. | InP.9. Develop claims and counte InP.15-17. Take informed action. | rclaims using evidence. | |
| L Language | MP3. Construct viable argun MP6. Attend to precision. | nents and critique reasoning of others | S. | SP4. Analyze and interpret data. SP7. Engage in argument from e SP8. Obtain, evaluate, and comm | vidence. | |
| | when engaging in tasks aligne | ed with the following Grade 1 | ELA CCS Standards: | | | |
| | W.1. Write opinion pieces in sense of closure. | n which they introduce the topic or na | ame the book they are writing about, s | state an opinion, supply a reason for th | e opinion, and provide some | |
| | | | | | | |

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

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
|--|---|--|---|--|--|--|
| W Writing SL Speaking and listening | 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 o illustrations, when useful | |
| SP Science InP CT Social Studies Inquiry Practice L Language | EP1. Support analyses of EP4. Build and present kr ideas from texts. EP5. Build upon the ideas collaboratively. | nore of the following content- a range of grade-level complex texts howledge from research by integrating s of others and articulate his or her ov es to communicate context-specific m | with evidence. g, comparing, and synthesizing vn ideas when working | InP.5. Determine helpful sources to a InP.6-8. Gather and evaluate a range InP.10. Construct and critique valid a InP.11. Construct and critique explan InP.12-14. Communicate and critique InP.15-17. Take informed action. | of sources. rguments. ations. | |
| SP S InP LLa | | 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. | |
| | W.7. Participate in shared W.8. With guidance and s SL.4. Describe people, pla | upport from adults, recall informationces, things, and events with relevant | explore a number of "how-to" books o | - | | |

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice CELP.1.6.An EL can analyze and critique the arguments of others orally and in writing . . .

| | Level 1 | Level 1 Level 2 Level 3 | | Level 4 | Level 5 | |
|---|--|--|---|---|---|--|
| wit | h prompting and supports, | with prompting and supports, | with guidance and supports, | | | |
| use a few frequently occurring words and phrases to identify the main point of an author or speaker | | identify the main point of an author or speaker identify a reason an author or a speaker gives to support a point | 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 | |
| wl | nen engaging in one or mor | e of the following content-spec | ific practices: | | | |
| | appropriate to task, purpo EP3. Construct valid arguments EP4. Build and present knowled texts. | nt writing in which the development, o ose, and audience. s from evidence and critique the reason dge from research by integrating, comp hers and articulate his or her own idea | ning of others. Daring, and synthesizing ideas from | InP.5. Determine helpful sources to an InP.6-8. Gather and evaluate a range o InP.10. Construct and critique valid arg InP.12-14. Communicate and critique o | f sources. Juments. | |
| | | e sense of problems and persevere in solving them. truct 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. | | |
| wl | nen engaging in tasks aligne | ed with the following Grade 1 E | LA CCS Standards: | | | |
| | RI.8. Identify the reasons an aut | hor gives to support points in a text. | | | | |
| | W.1. Write opinion pieces in whi | ich they introduce the topic or name th | ne book they are writing about, state | an opinion, supply a reason for the opin | nion, and provide some sense of | |

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

| | | Level 1 | Level 2 | ch English language p Level 3 | <u> </u> | Level 4 | Level 5 |
|---|------|---|---|---|--|--|--|
| | with | prompting and supports, | with prompting and supports, | with guidance and supports, | | | Lever J |
| RL Read Literature A Writing SL Speaking and listening | • | repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to | 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 | use some words learner conversations, reading read to recognize the meaning context of words to de awareness of the differ between social languag language for the class | , and being and monstrate rence ge and | 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 |
| RL Read Literature W Writing SL Speaking and listening | whe | EP2. Produce clear and coh are appropriate to the | re of the following content-spe erent writing in which the developmen task, purpose, and audience. to communicate context-specific mess | t, organization, and style | InP.9. Deve | onstruct and critique questions that adv elop claims and counterclaims using evi | |
| Practice | | | | ages. | InP.11. Cor InP.12-14. | nstruct and critique valid arguments. nstruct and critique explanations. Communicate and critique conclusions Take informed action. | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | | MP4. Model with mathemat MP6. Attend to precision. | ics. | | SP1. Ask o SP6. Cons | questions and define problems. struct explanations and design solutions in, evaluate, and communicate informa | |
| MP Math prac SP Science Pra nP CT Social S L Language | whe | en engaging in tasks align | ed with the following Grade 1 I | ELA CCS Standards: | | | |
| MP M SP Scii InP CT L Lan _i | | W.5. With guidance and sup | port from adults, focus on a topic, resp | pond to questions and sug | gestions fron | n peers, and add details to strengthen v | writing as needed. |
| | | SL.6. Produce complete sen | tences when appropriate to task and si | ituation. | | | |
| | | L.6. Use words and phrase other kids are happy th | • • | ling and being read to, and | responding | to texts, including using adjectives and | adverbs to describe (e.g., When |

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

| | By the <u>end</u> of e | ach Englis | h language proficienc | y 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 | wledge of nativeaids, and knowledge of morphology in the native language,refer deve morpaning of a few ng words and• answer simple questions to help determine the meaning of frequently occurring words and phrases• ans les | | ext, visual aids, materials, and a g knowledge of English gy, and sometimes ask as to help determine the g of frequently and some juently occurring words ases | 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 | using context, some visual aids, and knowledge of morphology (e.g., simpl inflectional endings such as <i>-ed, -ing,</i> <i>and some common prefixes and</i> <i>suffixes</i>), answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions | |
| in simple oral presentations and read-alouds about familiar topics, experiences, or events | in simple oral presentations and read-alouds about familiar topics, experiences, or events | and simple | esentations, read-alouds, e texts about familiar periences, or events | in oral presentations and written texts about a variety of topics, experiences, or events | in oral presentations and written texts about a variety of topics, experiences, or events | |
| | to communicate context-specific me ms and persevere in solving them. | InP.6-8. Gather and evaluate a range of sources. ssages. SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information. | | | | |
| Literature RL.4. Identify words and ph to the senses. L.4. Determine or clarify th a. Use sentence-level b. Use frequently occi c. Identify frequently L.5. With guidance and su a. Sort words into cat | ed with the following Grade 1 rases in stories or poems that sugges he meaning of unknown and multiple context as a clue to the meaning of a urring affixes as a clue to the meaning occurring root words (e.g., <i>look</i>) and pport from adults, demonstrate unde regories (e.g., <i>colors, clothing</i>) to gain tegory and by one or more key attrib | et feelings or e-meaning we a word or ph g of a word. their inflect erstanding of | Informational appeal RI.4. Ask and phrases ords and phrases based or rase. ional forms (e.g., <i>looks, loo</i> | answer questions to help determine in a text. a grade 1 reading and content, choosi oked, looking). uances in word meanings. s represent. | or clarify the meaning of words and ng flexibly from an array of strategies. | |

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

| | | By the <u>end</u> of eac | ch English language proficiency | level, an EL can | |
|--|---|---|---|--|---|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| • | th 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., <i>next, after</i>), and some frequently occurring linking words (<i>and, so</i>) 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 |
| S | | ore of the following content-sp erent writing in which the developmer prose, and audience. | | InP.11. Construct and critique explana InP.12-14. Communicate and critique | |
| InP CT Social Studies Inquiry Practice L Language | MP1. Make sense of problem | ns and persevere in solving them. Thents and critique reasoning of others. | | SP7. Engage in argument from evide SP8. Obtain, evaluate, and communi | nce. |
| nP CT Social Studi | W.2. Write informative/exp | ned with the following Grade 1 lanatory texts in which they name a to | ppic, supply some facts about the topi | | |
| LLar LLar | order, and provide sor | | | e details regarding what happened, us arly. | e temporal words to signal event |

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

| | | By the end of eac | ch English language proficiency l | evel, 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 | 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 | 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 |
| w writing SL Speaking and listening | | | in response to prompts about familiar topics | in response to prompts | in response to prompts |
| uiry Practice | task, purpose, and audier EP6. Use English structures to | nce. communicate context- specific messa | ages. | | |
| es Inqu | MP6. Attend to precision. | | | SP8. Obtain, evaluate, and con | mmunicate information. |
| sr science Practice InP CT Social Studies Inquiry Practice L Language | L.1. Demonstrate command of a. Print all upper- and low b. Use common, proper, a c. Use singular and plural d. Use personal, possessiv e. Use verbs to convey a so f. Use frequently occurrin g. Use frequently occurrin h. Use determiners (e.g., a i. Use frequently occurrin | ercase letters. nd possessive nouns. nouns with matching verbs in basic so re, and indefinite pronouns (e.g., I, mo- ense of past, present, and future (e.g. g adjectives. g conjunctions (e.g., and, but, or, so, articles, demonstratives). g prepositions (e.g., during, beyond, | grammar and usage when writing or sp entences (e.g., He hops; We hop). e, my; they, them, their, anyone, every g., Yesterday I walked home; Today I wa because). | thing). Ik home; Tomorrow I will walk home). | |

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

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 | (| Correspondi | ng CCS for E | LA Standard | S |
|-----------|---|------------|-------------|--------------|-------------|------|
| | CELF Stalidards | RL | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| <u>2</u> | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4, 5 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1 | 3 | |
| <u>Z</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 2, 3 | 4 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1 |

Legend for Domains

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

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 | n English language proficiency le | evel, 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to:determine the main idea or |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | identify a few key words and phrases from read-alouds, simple written | identify some key words and phrases identify the main topic or message/lesson | identify the main topic or message answer questions retell some key details from read-alouds, simple written texts, and oral presentations | 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, | message tell how key details support the main idea retell a variety of stories from read-alouds, written texts, |
| RI Read RL Read W Writir SL Speak | texts, and oral presentations | texts, and oral presentations e of the following content-spec | and oral presentations | and oral communications | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. | | | InP.1-4. Construct and critique questions that advance and frame inquir 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. SP1. Ask questions and define problems. | |
| EP English L MP Math pr SP Science F InP CT Socia L Language | MP3. Construct viable arguments a MP7. Look for and make use of stru MP8. Look for and express regularit | | | | |
| | when engaging in tasks aligned Literature RL.2. Recount stories, including fab determine their central mess RL.3. Describe how characters in a challenges. RL.7. Use information gained from digital text to demonstrate un plot. RL.1. RI.1. Ask and answer such qu SL.2. Recount or describe key ideas | ed with the following Grade 2 E oles and folktales from diverse cultures age, lesson, or moral. story respond to major events and the illustrations and words in a print o inderstanding of its characters, setting, estions as who, what, where, when, wh | Informational Text , and RI.2. Identify the main topi within the text. RI.3. Describe the connecti steps in technical proc r RI.7. Explain how specific ir or clarify a text. | nages (e.g., a diagram showing how a r | s, scientific ideas or concepts, or machine works) contribute to and |

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 <u>end</u> of ea | ach Englis | h language proficiency l | evel, an EL can | |
|--|--|--|--|---|---|--|
| | Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 |
| | with prompting and supports, | with prompting and supports, | - | ance and supports, ate in short conversations, | participate in discussions, conversations, and written | participate in extended discussions, conversations, and |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 | 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 | discussi using we in conve being re academ words • follow t • ask que or clarif • respond | ons, and written exchanges ords and phrases acquired ersations, reading, and ead to, and (at grade 3) ic and domain specific he rules for discussion stions to gain information y understanding I to the comments of others ute his or her own | 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 | 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 |
| RI RE RLR W W SLSp | about familiar topics | about familiar topics | about familiar topics and texts | | about a variety of topics and texts | about a variety of topics and texts |
| e | when engaging in one or mor | e of the following content-sp | ecific pra | actices: | • | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP5. Build upon the ideas of othe working collaboratively. | of grade-level complex texts with eres and articulate his or her own idea | | InP.10. Construct and critiq InP.11. Construct and critiq InP.12-14. Communicate an InP.15-17. Take informed ac | ue explanations. nd critique conclusions. ction. | inquiry. |
| EP English Li MP Math pr SP Science F InP CT Socia L Language | | | | | | |
| | when engaging in tasks aligne | d with the following Grade 2 | 2 ELA CCS | Standards: | | |
| | 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. | | | | | |

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

| | Level 1 | Level 2 | h English language Level 3 | , , | Level 4 | Level 5 |
|--|--|--|--|---|---|--|
| | with prompting and supports, | with prompting and supports, | with guidance and sup | oports, | including key details, | including relevant general and |
| W Writing SL Speaking and listening | 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 | 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 | 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) compose written narratives with . compose compose of the compose of the compose . compose written narratives with . compose of the compose of the compose . compose written narratives with . compose of the compose of the compose . compose of the compose of the compose of the compose . compose of the compose of th | | 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 | 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 |
| W Writing SL Speaking | about familiar texts, topics, experiences, events, or objects in the environment | about familiar texts, topics, experiences, or events | about familiar texts, to experiences, or events | | about a variety of texts, topics, experiences, or events | about a variety of texts, topics, experiences, or events |
| wi wach proceed SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP1. Support analyses of a range of | e of the following content-spec f grade-level complex texts with evider rriting in which the development, organ ose, and audience. | nce. | InP.6-8. Gath InP.9. Develo InP.10. Const InP.11. Const InP.12-14. Co | truct and critique questions that advar er and evaluate a range of sources. p claims and counterclaims using evide ruct and critique valid arguments. ruct and critique explanations. mmunicate and critique conclusions. ke informed action. | |
| INP WIP WIP WIP WIP WIP WIP WIP WIP CT | MP1. Make sense of problems and MP3. Construct viable arguments a MP4. Model with mathematics. MP6. Attend to precision. | | | | uct explanations and design solutions. evaluate, and communicate informati | on. |
| | | d with the following Grade 2 El | | ns to develop | points, and provide a concluding stater | nent or section |

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.

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

| | | | By the <u>end of</u> eac | h English language profic | iency le | evel, an EL can | |
|--|--|--|--|---|---|--|---|
| | | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
| | • v a p c | h prompting and supports, erbally or nonverbally express n opinion using words and hrases acquired in onversations, reading, and eing read to | 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 | 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 | | 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 | 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 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | | out familiar topics or periences | about familiar topics, experiences, or events | about familiar texts, experier or events | nces, | about a variety of texts topics, experiences, and events | about a variety of texts, topics, experiences, or events |
| ad Infi ead Lit riting eaking | wł | | e of the following content-spec | • | I | | |
| EP English Language arts practice RI Re. MP Math practice RL Re SP Science Practice W Wr InP CT Social Studies Inquiry Practice SL Sp L Language | | appropriate to task, purpo EP3. Construct valid arguments EP5. Build upon the ideas of otl collaboratively. EP6. Use English structures to c | nt writing in which the development, o ose, and audience. If from evidence and critique the reasor hers and articulate his or her own idea: communicate context-specific message ts and critique reasoning of others. | ning of others. s when working | InP.15 | Develop claims and counterclaims usir i-17. Take informed action. Analyze and interpret data. | ng evidence. |
| uage ar ce tice udies In | | MP6. Attend to precision. | | | SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | |
| Lang practi Praci ial Stu e | wł | nen engaging in tasks aligne | d with the following Grade 2 E | LA CCS Standards: | | | |
| EP English Language MP Math practice SP Science Practice InP CT Social Studies L Language | SL.4. Tell a story or recount an experience with appropriate facts | | | a concluding statement or sect relevant, descriptive details, sp | tion. eaking a | | |
| | | kids are happy that makes | | | | | |

| | | | h English language prof | iciency le | | |
|---|--|--|--|---|--|---|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 support conduct short individual shared research projects answer a question recall information from experience gather information from provided sources label and sort information provided categories record information/ observations in orderly of small group in an oral or text using drawings or illustrations, when useful | or s to on into notes. er or written | 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 R MP Math practice R SP Science Practice W InP CT Social Studies Inquiry Practice SI L Language | EP1. Support analyses of a ran EP4. Build and present knowle ideas from texts. EP5. Build upon the ideas of of collaboratively. EP6. Use English structures to MP1. Make sense of problems a MP3. Construct viable argument | e of the following content-spec ge of grade-level complex texts with ex dge from research by integrating, com thers and articulate his or her own idea communicate context-specific message and persevere in solving them. Its and critique the reasoning of others ed with the following Grade 2 E | vidence. paring, and synthesizing as when working es. | InP.6-8. InP.10.0 InP.11.0 InP.12-1 InP.15-1 SP3. Pla SP6. Co | etermine helpful sources to answer qu Gather and evaluate a range of source Construct and critique valid arguments Construct and critique explanations. 4. Communicate and critique conclusio 7. Take informed action. an and carry out investigations. onstruct explanations and design soluti otain, evaluate, and communicate infor | s. ons. ons. |
| | W.8. Recall information from ex | rch and writing projects (e.g., read a nu periences or gather information from p xperience with appropriate facts and r | provided sources to answer a | question. | | ions). |

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|--|---|--|
| wit | h prompting and supports, | with prompting and supports, | with guidance and supports, | | |
| w p | se a few frequently occurring rords and phrases to identify a oint an author or a speaker nakes | identify the main point of an author or speaker identify a reason an author or a speaker gives to support the main point | 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 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. | | | 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. | | |
| | appropriate to task, purp EP3. Construct valid argument EP4. Build and present knowle from texts. | ose, and audience. s from evidence and critique the reasc | oning of others. Iparing, and synthesizing ideas | InP.6-8. Gather and evaluate a range o InP.10. Construct and critique valid arg | f sources. uments. |

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

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.

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

| Level 1 | Level 2 | h English language proficie Level 3 | Level 4 | Level 5 |
|--|--|--|---|---|
| with prompting and supports, | with prompting and supports, | with guidance and supports, | | Lever J |
| repeat and use frequently occurring words and phrases recognize the meaning of high frequency words learned through conversations, reading, and being read to | 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 | demonstrate awareness of differences between social language and language appropriate to the classroor (at Grade 3) use high freque general academic and conte specific words in conversation and discussions | academic and content-specific words in conversations and | adapt language choices, as appropriate, to formal and soci contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short writter texts |
| EP2. Produce clear and coherer appropriate to the task, pu | e of the following content-spec nt writing in which the development, o urpose, and audience. communicate context-specific message | rganization, and style are | InP.1-4. Construct and critique questions InP.9. Develop claims and counterclaims InP.10. Construct and critique valid argun InP.11. Construct and critique explanation InP.12-14. Communicate and critique com | using evidence. nents. ns. |
| | | | InP.15-17. Take informed action. | |

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

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*).

| ſ | | By the <u>end</u> of eac | h English langua | ge proficiency l | evel, an EL can | | |
|--|---|---|---|--|---|--|--|
| | Level 1 | Level 2 | Leve | el 3 | Level 4 | Level 5 | |
| | relying on visual aids, context, and knowledge of morphology in the native language, | knowledge of morphology in the reference mat | | ne visual aids, ls, and a edge of English | using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some | using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common | |
| ational Text ture d listening | 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 n frequently occur phrases, content and some idiom | ring words and t-specific words, | 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 | 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 | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 | | vocabulary 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 | |
| υ | when engaging in one or more of the following content-specific practices: | | | | | | |
| ractice ry Practic | EP1. Support analyses of a range o EP6. Use English structures to com | ce. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. | | | | | |
| ge arts p e ies Inqui | MP1. Make sense of problems and persevere in solving them. | | | SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information. | | | |
| ngua ictice actic Studi | when engaging in tasks aligne | d with the following Grade 2 El | LA CCS Standard | s: | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | Literature RL.4. Ask and answer questions ab | - | Information | al Text | port, ask and answer questions about | unknown words in a text. | |
| | a. Identify new meanings for | ning of unknown and multiple-meanin r familiar words and apply them accura occurring inflections and affixes (e.g., -e | itely (e.g., knowing a | <i>luck</i> is a bird and le | earning the verb to <i>duck</i>). | | |
| | b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) 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., <i>walk, march, strut, prance</i>) by acting out the meanings. | | | | | | |

CELP.2-3.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational 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 CELP.2-3.9. An EL can create clear and coherent grade-appropriate speech and text...

| | By the <u>ena</u> of each | h English language | proficiency le | evel, an EL can | |
|--|--|--|----------------|--|--|
| Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
| with prompting and supports, | with prompting and supports, | with guidance 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 | communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., and, then) | 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., <i>and, but, next, after</i>) to connect ideas or events | | introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before,</i> <i>after, soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because,</i> <i>and, also</i>) to connect ideas or events provide some sense of closure | introduce an informational top present facts about the topic use temporal words to recound coherent and detailed sequents of events, or explain a process description, or comparison and contrast use linking words (e.g., becauss and, also) to connect ideas and events provide a concluding statement about the topic |
| EP2. Produce clear and coher | ent writing in which the development, task, purpose, and audience. | - | | truct and critique explanations. | |
| 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. | | | |
| W.2. Write informative/expla | ed with the following Grade 2 E | topic, use facts and def | | | |
| to signal event order, an | h they recount a well-elaborated event d provide a sense of closure. | | | g audibly in coherent sentences. | ia reenings, use terriporal worlds |

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

| | By the <u>end</u> of eac | h English langı | iage proficiency l | evel, an EL can | |
|--|--|---|--|---|--|
| Level 1 | Level 2 | Le | evel 3 | Level 4 | Level 5 |
| with prompting and supports, o understand and use a small number of frequently occurring nouns and verbs o 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 | verbs use some frequencies adjectives, addition | ective nouns ense of some curring irregular uently occurring verbs, and expand simple and | 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. <i>childhood</i>) and reflexive pronouns use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunction 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 |
| EP2. Produce clear and coherer style are appropriate to ta | e of the following content-spec at writing in which the development, or sk, purpose, and audience. communicate context- specific message | rganization, and | | nicate and critique conclusions. ate, and communicate information. | |
| L.1. Demonstrate command of a. Use collective nouns (e. b. Form and use frequent c. Use reflexive pronouns d. Form and use the past t e. Use adjectives and adve | y occurring irregular plural nouns (e.g. (e.g., <i>myself, ourselves</i>). tense of frequently occurring irregular erbs, and choose between them depen | rammar and usag , feet, children, te verbs (e.g., sat, hi ding on what is to | e when writing or sp eth, mice, fish). id, told). b be modified. | eaking. the movie; The little boy watched the m | ovie; The action movie was |

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

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.

| | CELD Standards | | Correspond | ing CCS for EL | A Standards | |
|-----------|---|------------|------------|------------------|-------------|------|
| | CELP Standards | RL | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4, 6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | |

Legend for Domains

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

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 <u>end</u> of ea | ach English language proficiency | ı 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to:determine the main idea or |
| al Text ening | identify a few key words and phrases | identify some key words and phrases identify the main topic or message/lesson | identify the main topic or message answer questions retell some key details | 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 | tell how key details support the main idea retell a variety of stories |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral communications |
| EP English Language arts practice R MP Math practice R SP Science Practice W InP CT Social Studies Inquiry Practice SL L Language | EP1. Support analyses of a range EP3. Construct valid arguments fr EP4. Build and present knowledge EP5. Build upon the ideas of othe MP1. Make sense of problems and MP3. Construct viable arguments MP7. Look for and make use of str | rs and articulate his or her own ideas I persevere in solving them. and critique the reasoning of others. ucture | lence. ng of others. aring, and synthesizing ideas from texts | InP.5. Determine helpful sources t | nge of sources. claims using evidence. d arguments. lanations. |
| | MP8. Look for and express regularity in repeated reasoning. when engaging in tasks aligned with the following Grade 3 ELA CCS Standards: Literature Informational Tex 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 RI.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.7. Explain how specific aspects of a text's illustrations contribute to what is | | | he main idea of a text; recount the key main idea. e relationship between a series of histo r steps in technical procedures in a text nce, and cause/effect. Ition gained from illustrations (e.g., ma monstrate understanding of the text (e occur). | prical events, scientific ideas or t, using language that pertains to ups, photographs) and the words in e.g., where, when, why, and how |

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.

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 <u>end</u> of e | each English langu | age proficiency l | evel, an EL can | | |
|--|---|--|---|--|--|--|--|
| | Level 1 | Level 2 | Leve | el 3 | Level 4 | Level 5 | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 | conversations, rearead to, and (at grand domain speciand domain speciand domain specians) follow the rules for ask questions to grand to the rules for ask questions to grand to the contribute his or heread domain special domain | rt conversations, written exchanges ohrases acquired in ading, and being rade 3) academic fic words or discussion rain information or ling mments of others her own comments | 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 | 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 familiar topic | s and texts | about a variety of topics and texts | 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 | when engaging in one or more EP1. Support analyses of a rang EP5. Build upon the ideas of oth collaboratively. | evidence. | InP.10. Construct a InP.11. Construct a InP.12-14. Commu InP.15-17. Take inf | and critique valid arguments. and critique explanations. nicate and critique conclusions. formed action. | explanations. critique conclusions. | | |
| EP English L MP Math pr SP Science F InP CT Socia L Language | 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 ex | l interpret data. xplanations and design solutions. uate, and communicate information. | | |
| | | | | | | | |
| | when engaging in tasks aligned with the following Grade 3 EI W.6. With some guidance and support from adults, use technology, inclusufficient command of keyboarding skills to type a minimum of one SL.1. Engage effectively in a range of collaborative discussions (one-on-one expressing their own clearly. a. Come to discussions prepared, having read or studied required n discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor i discussion). c. Ask questions to check understanding of information presented, d. Explain their own ideas and understanding in light of the discussion | | | itting. teacher-led) with di draw on that prepar , listening to others v | verse partners on grade 3 topics and to ration and other information known ab with care, speaking one at a time abour | exts, building on others' ideas and pout the topic to explore ideas under | |

| | | By the <u>end</u> of eac | ch English lan | guage proficiency le | evel, an EL can | |
|---|---|--|--|--|--|--|
| | Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 | compose wridrawings or i compose information of the compose information of the compose information of the compose o | oral presentations tten narratives with Ilustrations ormational texts with d illustrations ad phrases acquired in s, reading, and being (at grade 3) academic specific words texts, topics, | 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, | 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, |
| ead Infe ead Lit 'riting beaking | when engaging in one or more of the following content-specific practices: | | | | experiences, or events | experiences, or events |
| EP English Language arts practice RI MP Math practice RL SP Science Practice W InP CT Social Studies Inquiry Practice SL 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.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.11. Construct and critique evaluate a range of sources. InP.10. Construct and critique evaluate a range of sources. InP.12.14. Communicate and critique evaluates. InP.11. Construct and critique evaluates. MP3. Construct viable arguments and critique the reasoning of others. SP6. Construct explanations and design solutions. MP4. Model with mathematics. SP6. Obtain, evaluate, and communicate information. MP6. Attend to precision. SP6. Obtain, evaluate, and commu | | | | | frame inquiry. |
| | d. Provide a concluding statement or section. W.3. Write narratives to develop real or imagined experiences or events using effective technique, descript a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and event 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, c. | | | | folds naturally. or show the response of characters to s | |

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

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 109

| | | By the end of eac | ch English langua | age proficiency | level, an EL can | |
|--|--|--|---|---|--|--|
| | Level 1 | Level 2 | Lev | vel 3 | Level 4 | Level 5 |
| Sum: | with prompting and supports, verbally or nonverbally express an opinion using words and phrases acquired in conversations, reading, and being read to | 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 | with guidance an express an opin give one or more opinion use words and in conversation being read to, a academic and owords | ion re reasons for the phrases acquired s, reading, and nd (at grade 3) | 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 | introduce a topic express opinions create an organizational structure give several reasons for the opinions provide a concluding statemer use words and phrases acquired conversations, reading, and bein read to, and (at grade 3) academ and domain specific words |
| or opeaking and insteming | about familiar topics or experiences | about familiar topics, experiences, or events | about familiar tex or events | ts, experiences, | about a variety of texts topics, experiences, and events | about a variety of texts, topics, experiences, or events |
| inr et social studies inquiry Fractice L'Language | EP2. Produce clear and cohere style are appropriate to ta EP3. Construct valid argument EP5. Build upon the ideas of of collaboratively. EP6. Use English structures to | ning of others. s when working | - | laims and counterclaims using evidence informed action. | | |
| Language | | nts and critique reasoning of others. | | SP7. Engage in | nd interpret data. argument from evidence. valuate, and communicate information. | |
| | W.1. Write opinion pieces on to a. Introduce the topic or to b. Provide reasons that su c. Use linking words and p d. Provide a concluding sta SL.4. Report on a topic or text, t | hrases (e.g., <i>because, therefore, since, j</i> atement or section. ell a story, or recount an experience wi y grade-appropriate conversational, gen | v with reasons. nion, and create an <i>for example</i>) to con th appropriate facts | organizational stru nect opinion and r s and relevant, des | | |

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

| | Level 1 | Level 2 | Level | 3 | Level 4 | Level 5 |
|--|---|--|--|---|---|---|
| • | 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 | with guidance and su conduct short indishared research panswer a question recall information experience gather information provided sources | upports, ividual or projects to n from n from | conduct short individual or shared research projects to answer a question recall information from experience gather information from multiple print and digital sources | conduct short individual or shared research projects to answer a question recall information from experience gather information from multipl |
| ctice SL Speaking and listening | | record some information/observations in simple notes | label and sort info provided categorie record information observations in or present findings to small group in an text using drawing illustrations, where | es n/ rderly notes. o a peer or oral or written gs or | 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 | 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 |
| InP CT Social Studies Inquiry Practice L Language | when engaging in one or more of the following content-specific pract 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 wo collaboratively. EP6. Use English structures to communicate context-specific messages. | | | InP.6-8. Gathe InP.10. Constr InP.11. Constr InP.12-14. Cor | ine helpful sources to answer question er and evaluate a range of sources. uct and critique valid arguments. uct and critique explanations. mmunicate and critique conclusions. se informed action. | s. |
| | 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. | | |

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

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.

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

| Level 1 ag and supports, equently occurring phrases to identify a hor or a speaker | Level 2 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 | Level 3 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 | Level 4 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 | Level 5 identify the main point of an author or speaker describe how reasons support the specific points an author or speaker makes |
|--|--|--|---|---|
| equently occurring hrases to identify a | identify the main point of an author or speaker identify a reason an author or a speaker gives to support the | identify the main point of an author or speaker tell how one or two reasons support the main point an author | author or speakertell how one or two reasons support the specific points an | author or speakerdescribe how reasons support the specific points an author or |
| hrases to identify a | author or speakeridentify a reason an author or a speaker gives to support the | author or speakertell how one or two reasons support the main point an author | author or speakertell how one or two reasons support the specific points an | author or speakerdescribe how reasons support the specific points an author or |
| | | | | |
| duce clear and cohere propriate to task, purp nstruct valid argument | ose, and audience. s from evidence and critique the reaso | rganization, and style are In In In of others. In Daring and synthesizing ideas | nP.6-8. Gather and evaluate a range of nP.10. Construct and critique valid argu | sources. Iments. |
| ld upon the ideas of o | thers and articulate his or her own idea | s when working collaboratively. | | |
| • | | SI SI | P6. Construct explanations and design P7. Engage in argument from evidenc | n solutions. e. |
| | duce clear and cohere propriate to task, purp instruct valid argument Id and present knowle in texts. Id upon the ideas of of ke sense of problems in istruct viable argument ging in tasks aligne | duce clear and coherent writing in which the development, or propriate to task, purpose, and audience. Instruct valid arguments from evidence and critique the reason and present knowledge from research by integrating, components. Id upon the ideas of others and articulate his or her own idea ke sense of problems and persevere in solving them. Instruct viable arguments and critique reasoning of others. | duce clear and coherent writing in which the development, organization, and style are propriate to task, purpose, and audience. I instruct valid arguments from evidence and critique the reasoning of others. I Id and present knowledge from research by integrating, comparing, and synthesizing ideas m texts. I Id upon the ideas of others and articulate his or her own ideas when working collaboratively. I ke sense of problems and persevere in solving them. S istruct viable arguments and critique reasoning of others. S | duce clear and coherent writing in which the development, organization, and style are propriate to task, purpose, and audience.InP.5. Determine helpful sources to answ InP.6-8. Gather and evaluate a range of InP.10. Construct and critique valid arguments in texts.Id and present knowledge from research by integrating, comparing, and synthesizing ideas m texts.InP.10. Construct and critique valid argu InP.12-14. Communicate and critique communicate SP1. Ask questions and define problems SP6. Construct explanations and define problem SP6. Construct explanations and design SP7. Engage in argument from evidence SP8. Obtain, evaluate, and communicate |

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

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*).

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

| | | Level 1 | Level 2 | Lev | | level, an EL can Level 4 | Level 5 |
|---|------------------------------|---|--|--|---|---|--|
| | | | | | | | Lever 5 |
| ßu | • re 0 • re fr C | h prompting and supports, epeat and use frequently occurring words and phrases ecognize the meaning of high requency words learned through onversations, reading, and eing 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 demonstrate aw differences betw language and la appropriate to t (at Grade 3) use general academ specific words in and discussions | vareness of veen social nguage he classroom high frequency ic and content- n conversations | 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 socia contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written |
| listeni | | | | | | | texts |
| W Writing SL Speaking and listening | wł | | e of the following content-spec | • | T | | |
| Writ Spea | | EP2. Produce clear and coherent writing in which the development, organization, an style are appropriate to the task, purpose, and audience. | | | | ct and critique questions that advance a | |
| SL & | SL 2 | EP6. Use English structures to communicate context-specific messages. | | | | laims and counterclaims using evidence | |
| | | LFO. Use English structures to t | 5. | | . Construct and critique valid arguments. | | |
| tice | | | | | | t and critique explanations. | |
| Prac | | | | | | nunicate and critique conclusions. | |
| uiry | | | | | InP.15-17. Take | | |
| s Ing | | MP4. Model with mathematics. | | | SP1. Ask questions and define problems. | | |
| udie | | MP6. Attend to precision. | | | SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information. | | |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | wł | when engaging in tasks aligned with the following Grade 3 ELA C W.5. With guidance and support from peers and adults, develop and stre | | | s: | | _ |
| | | SL.6. Speak in complete senter | nces when appropriate to task and situ | ation in order to pro | ovide requested de | etail 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). | | | | | t signal spatial and temporal |

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 eac | h English language | proficiency le | evel, 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, | relying on visual aids, context, and knowledge of morphology in the native language, | using context, visual a knowledge of morpho native language, | | using context, some visual aids, reference materials, and ausing context, some visual aids, reference materials, and adeveloping knowledge of English morphology,increasing knowledge of morpholog (root words, some prefixes), | | | |
| | recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions | ask and answer sim about the meaning occurring words, pl formulaic expressic | of frequently mases, and | 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 | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. | in simple oral discour alouds, and written to familiar topics, exper events | exts about | n oral discourse, read-alouds, and written texts about familiar opics, experiences, or events | | | | |
| RI Rea RL Re W Wri SL Spe | when engaging in one or mor | | | | | | | |
| ce actice | | e of grade-level complex texts with evi communicate context-specific message | | | ine helpful sources to answer questions and evaluate a range of sources. | ons. | | |
| arts practi Inquiry Pri | MP1. Make sense of problems a | nd persevere in solving them. | | • | stions and define problems. evaluate, and communicate information. | | | |
| uage ice :tice udies | when engaging in tasks aligned with the following Grade 3 ELA CCS Standards: | | | | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | Literature Informational 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 <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) 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., <i>walk, march, strut, prance</i>) by acting out the meanings. | | | | | | | |

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

| | Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 |
|--|---|--|---|---|---|---|
| wit | h prompting and supports, | with prompting and supports, | with guida | nce and supports, | | |
| about an event or topicabout• use a narrow range of vocabulary and syntactically simple sentences acquired from conversations, reading, and being read to• rete or fa• use wor• use • • • • • • • • • • • • • • • • • • • | | communicate basic information about a topic retell a short sequence of events or familiar story use frequently occurring linking words (e.g., and, then) | a topic topic retell a short sequence of events 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 (<i>before</i>, <i>after, soon</i>) including key details, or explain a process, description, or comparison and contrast use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events provide some sense of closure | introduce an informational top present facts about the topic use temporal words to recount a coherent and detailed sequence of events, or explain process, description, or comparison and contrast use linking words (e.g., <i>becaus</i> <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic |
| wh | when engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, InP. | | | ices: | ritique explanations. | |
| | | re appropriate to task, purpose, and a | | 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. | | |
| wh | nen engaging in tasks aligne | ed with the following Grade 3 E | LA CCS St | andards: | | |
| | W.1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. W.2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) 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. | | | | | |

| | | By the end of eac | h English language profi | ciency level, an EL can | | | |
|--|--|--|---|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 nound use the past tense of some frequently occurring irregiverbs use some frequently occur adjectives, adverbs, and conjunctions produce and expand simple some compound sentence | 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 | use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) 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 | | |
| 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. MP6. Attend to precision. SP8. Obtain, evaluate, and communicate information. | | | | | | |
| EP English L MP Math pr SP Science F InP CT Socia | when engaging in tasks aligned with the following Grade 3 ELA CCS Standards: L1. 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 regular and irregular verbs. 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. L3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. | | | | | | |

Grade 4 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.

| | CELD Standards | | Corresponding CCS for ELA Standards | | | | | |
|-----------|---|------------|-------------------------------------|------------------|----|------|--|--|
| | CELP Standards | RL | RI | W | SL | L | | |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | | | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | | | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | | | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 | | |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | | | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 | | |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 | | |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 | | |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4 | | | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 | | |

Legend for Domains

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

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 eac | ch 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: | | | | |
| | identify a few key words and phrases | identify the main topic retell/describe a few key details | determine the main idea or theme retell/describe a few key details retell familiar stories | determine the main idea or theme explain how some key details support the main idea or theme summarize part of a text | determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text | | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral presentations | | | | |
| Infor Liter Ig ing a | when engaging in one or more of the following content-specific practices: | | | | | | | | |
| anguage arts practice actice Practice I Studies Inquiry Practice | 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 EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP7. Look for and make use of structure MP8. Look for and express regularity in repeated reasoning. | | | 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. SP1. Ask questions and define problems. | | | | | |
| EP English L MP Math pr SP Science F InP CT Socia | Literature RL.2. Determine a theme of a stor summarize the text. RL.3. Describe in depth a charact specific details in the text (RL.7. Make connections between presentation of the text, id descriptions and directions | | e text; Informational Text e text; RI.2. Determine th summarize th a, drawing on actions). RI.3. Explain event text, includin pecific graphs, diagr explain how t appears. | s, procedures, ideas, or concepts in a h g what happened and why, based on s rmation presented visually, orally, or c ams, time lines, animations, or interact he information contributes to an unde | nistorical, scientific, or technical pecific information in the text. quantitatively (e.g., in charts, tive elements on Web pages) and | | | | |
| | KL.1, KI.1. Keler to details and ex | amples in a text when explaining what | | ing 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.

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 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 . .

| | ву спе <u>епа о</u> ј еас | ch English langi | iage proficiency l | level, an EL can | |
|--|---|---|---|---|---|
| Level 1 Level 2 Level | | vel 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 | 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 | d academic and domain spec vocabulary • respond to others' comme • add some comments of his | | 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 | 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 |
| about familiar topics when engaging in one or more | familiar topics about familiar topics and texts about fami | | pics and texts about a variety of topics and texts | | expressed about a variety of topics and texts |
| EP5. Build upon the ideas of oth collaboratively. MP1. Make sense of problems a MP3. Construct viable argumen MP6. Attend to precision. when engaging in tasks aligne W.6. With some guidance and su demonstrate sufficient con SL.1. Engage effectively in a range and expressing their own comparison of the second seco | ts and critique the reasoning of others ad with the following Grade 4 E upport from adults, use technology, in nmand of keyboarding skills to type a ge of collaborative discussions (one-or clearly. | s when working s. ELA CCS Standa Including the Intern minimum of one p n-one, in groups, a | InP.10. Construct a InP.11. Construct a InP.12-14. Commu InP.15-17. Take inf SP4. Analyze and SP6. Construct ex SP8. Obtain, evalue rds: et, to produce and p age in a single sitting and teacher-led) with | interpret data. cplanations and design solutions. uate, and communicate information. ublish writing as well as to interact and | d collaborate with others; d texts, building on others' ideas |

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

| | | By the <u>end</u> of eac | ch English langu | age proficiency | level, an EL can | | | | |
|---|---|---|---|---|---|--|--|--|--|
| | Level 1 | Level 2 | Lev | vel 3 | Level 4 | Level 5 | | | |
| t | with prompting and supports, communicate basic information using words and phrases acquired in conversations, reading, and being read to. with prompting and supports, deliver short oral presentations compose written texts with drawings or illustrations use academic and domain specific vocabulary | | with guidance and supports, deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary | | 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 | 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 | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | about familiar texts, topics, events, or objects in the environment | about familiar texts, topics, and experiences | including a key d familiar texts, to experiences | | specific vocabulary about a variety of texts, topics, and experiences | specific vocabulary about a variety of texts, and topics | | | |
| ad In ead Li riting eakin | when engaging in one or mor | re of the following content-spe | | | 1 | 1 | | | |
| EP English Language arts practice RI Re MP Math practice RL R SP Science Practice W W InP CT Social Studies Inquiry Practice SL Sp L Language | 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. 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: | | | | | | | | |
| | 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 convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. SL4. 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 a understandable pace. | | | | | | | | |

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

| | | By the <u>end</u> of ea | ach English language proficiency l | evel, 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 | | express an opinion about a familiar topic or event give a reason to support the opinion use ascidemic and domain express an opinion about familiar topics, texts or events introduce the topic provide a few reasons or facts to support the opinion | | 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 event introduce the topic provide logically ordered reason or facts to support the opinion provide a concluding statement or section use academic and domain specific vocabulary | |
| EP2. Produce cle task, purpo EP3. Construct v EP5. Build upon | ear and cohere se, and audien ralid arguments the ideas of ot | - | , organization, and style are appropriate coning of others. eas when working collaboratively. | to InP.9. Develop claims and counte InP.15-17. Take informed action. | erclaims using evidence. | |
| MP3. Construct v MP6. Attend to p | - | ts and critique reasoning of others. | | SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | |
| W.1. Write opini a. Introduc b. Provide c. Link opin d. Provide SL.4. Report on a themes; sp | on pieces on to the a topic or tex- reasons that an nion and reaso a concluding st a topic or text, eak clearly at a | re supported by facts and details. ns using words and phrases (e.g., for catement or section related to the op tell a story, or recount an experience n understandable pace. | iew with reasons and information. e an organizational structure in which re instance, in order to, in addition). | ate facts and relevant, descriptive deta | ils to support main ideas or | |

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

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

| | | By the <u>end</u> o | f each English language proficie | ncy level, an EL can | | |
|---|---|---|---|--|--|--|
| | Level 1 Level 2 | | Level 3 | Level 4 | Level 5 | |
| | with prompting and supports, | with prompting and supports, | with guidance and supports, | conduct short research projects to | conduct short research projects to | |
| | conduct short individual or | conduct short individual or | conduct short individual or | answer a question | answer a question | |
| | shared research projects to | shared research projects to | shared research projects to | • recall information from experience | recall information from experience | |
| | answer a question | answer a question | answer a question | • gather information from print and | gather information from print and | |
| | recall information from | recall information from | recall information from | digital sources | digital sources | |
| | experience | experience | experience | summarize key ideas and | summarize key ideas and | |
| | • gather information from a | gather information from | • gather information from print | information in organized notes, | information in detailed and orderly | |
| ext | few provided sources | provided sources | and digital sources | with charts, tables, or other | notes, with graphics, as appropriate | |
| enin _i | label some key information | record some information | ecord some information • identify and record key | graphics, as appropriate | to support the analysis and | |
| ture d list | | | information in orderly notes | present findings to a small or large | reflection of the topic | |
| itera itera ig an | | | present findings in an oral or | group in an oral or written text | • present findings in an organized oral | |
| ad In ad Li ad Li iting eakin | | | written text to a peer or small | provide a list of sources | or written text | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | | | group | | provide a list of sources | |
| 1 1 2 0 | when engaging in one or r | more of the following content | t-specific practices: | | | |
| tice | EP1. Support analyses of a | range of grade-level complex texts v | InP.5. Determine helpful sources to answer questions. | | | |
| arts practice Inquiry Practice | | owledge from research by integrating | | InP.6-8. Gather and evaluate a range of | - | |
| s pra tuiry | from texts. | | | InP.10. Construct and critique valid arg | | |
| | - | of others and articulate his or her ow | n ideas when working | InP.11. Construct and critique explanat | | |
| Language practice Practice ial Studie e | collaboratively. | | | InP.12-14. Communicate and critique c | | |
| l Lang pract e Prac cial St ge | EP6. Use English structures to communicate context-specific messages. | | InP.15-17. Take informed action. | | | |
| EP English Language MP Math practice SP Science Practice InP CT Social Studies L Language | MP1. Make sense of proble | ems and persevere in solving them. | | SP3. Plan and carry out investigations. | | |
| EP Er MP N SP Sc InP C Lai | | iments and critique the reasoning of | others. | SP6. Construct explanations and desig | n 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.

CELP.4-5.6. 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 2 Level 3 | | Level 5 | | | |
| speaker makes speaker makes • identify a reason an author of | | identify a point an author or speaker makes identify a reason an author or speaker gives to support a main | 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 appropri 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 ar | e supported by facts and details. | | | | | | |
| ł | SL.3. Identify the reasons an | nd evidence a speaker provides to suppo | | | | | | |
| | | | ses, including those that signal precise | actions amotions or states of | | | | |

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

| | Level 1 | Level 2 | Lev | el 3 | Level 4 | Level 5 | | |
|--|--|--|--|---|--|--|--|--|
| • | ith prompting and supports, use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to | academic purposes use some words learned through conversations, reading, and being read to different contexts use high academic | | d supports, choices to and academic ncy general ontent-specific and expressions | adapt language choices according to purpose, task, and audience use a wide range of general academic and content-specific words and phrases | 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 conversation, c short written text | | in speech and writing | in speech and writing | | |
| | MP4. Model with mathemat | ics. | | InP.12-14. Comm InP.15-17. Take in SP1. Ask question | Construct and critique explanations. 12-14. Communicate and critique conclusions. 15-17. Take informed action. Ask questions and define problems. | | | |
| | MP6. Attend to precision. | | | SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information. | | | | |
| w | | gned with the following Grade | | | anning revising and editing | | | |
| 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 being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation,</i> and <i>endangered</i> when discussing animal preservation). | | | | | | | |

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

| | | By the <u>end</u> of eac | ch English language profi | iciency | 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, | using context, some visual aids, reference materials, and knowledge of morphology in the | using context, visual aids, reference materials, and a developing knowledge of En | glish | using context, reference materials, and an increasing knowledge of English morphology (e.g. common | using context, reference materials, and knowledge of English morphology (e.g., root words, | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read- | native language, determine the meaning of some frequently occurring words, phrases, and formulaic expressions | morphology, determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions | | 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 | simple inflectional endings such as <i>-ed</i>, <i>-ing</i>, 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) | | | |
| | alouds, and written texts about familiar topics, experiences, or events | alouds, and written texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | | in texts about a variety of topics, experiences, or events | in texts about a variety of topics, experiences, or events | | | |
| actice / Pract | when engaging in one or more of the following content-specific practices: | | | | | | | | |
| EP English Language arts practice MP Math practice S Science Practice InP CT Social Studies Inquiry Practice L Language | 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. | | | | |
| ר Langua practice e Practic cial Studi ge | | | | | SP1. Ask questions and define problems.SP8. Obtain, evaluate, and communicate information. | | | | |
| EP English L MP Math pr SP Science F nP CT Socia L Language | when engaging in tasks aligned with the following Grade 4 ELA CCS Standards: | | | | | | | | |
| EP E MP SP S InP | 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). Informational Text R.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. | | | | | | | | |
| | c. Consult reference materi words and phrases.L.5. Demonstrate understanding | b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). 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., <i>as pretty as a picture</i>) in context. | | | | | | | |
| | b. Recognize and explain th | e meaning of common idioms, adages, ling of words by relating them to their | , and proverbs. | words wi | ith similar but not identical meanings (| (synonyms). | | | |

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 125

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

| | | | By the <u>end</u> of eacl | h English language profic | iency le | evel, an EL can | |
|--|------------------------------|---|--|---|---|---|--|
| | | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | • ci a • u vi si | h prompting and supports, ommunicate basic information bout an event or topic se a narrow range of ocabulary and syntactically imple sentences acquired from onversations, reading, and eing 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 present facts about the to recount a short sequence events in order including details, or explain a proceedescription, or compariso contrast use an increasing range of temporal and other linkin words (e.g., <i>next</i>, <i>because also</i>) provide a concluding state | al topic of key ss, n and f g | 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 |
| | wł | en engaging in one or mor | e of the following content-spec | ific practices: | | | |
| EF English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | | appropriate to task, purp MP1. Make sense of problems | ent writing in which the development, bose, and audience. and persevere in solving them. nts and critique reasoning of others. | organization, and style are | InP.12- SP7. E | . Construct and critique explanations. -14. Communicate and critique conclus Engage in argument from evidence. Dbtain, evaluate, and communicate inf | |
| EP English Language MP Math practice SP Science Practice InP CT Social Studies L Language | | MP4. Model with mathematics | 5. | | 510. 0 | | |
| EP English L MP Math pr SP Science F InP CT Socia | wł | W.1c. Link opinion and reasonsW.2c. Link ideas within categorW.3c. Use a variety of transitionW.4. Produce clear and cohere | | ance, in order to, in addition). rases (e.g., another, for examp sequence of events. and organization are appropria | ite to tas | | ails to support main ideas or |

| | | By the <u>end</u> of a | each English language profic | ciency level, an EL can | |
|--|--|--|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| RL Read Literature W Writing SL Speaking and listening | 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 |
| Mr Math Practice S Science Practice InP CT Social Studies Inquiry Practice L Language | appropriate to task, purpo | nt writing in which the developme ose, and audience. communicate context- specific me | nt, organization, and style are ssages. | InP.12-14. Communicate SP8. Obtain, evaluate, ar | and critique conclusions. nd communicate information. |
| MP Math p SP Science I InP CT Soci L Language | a. Use relative pronouns b. Form and use the pro c. Use modal auxiliaries d. Order adjectives with e. Form and use preposi f. Produce complete ser g. Correctly use frequen L.3. Use knowledge of langua a. Choose words and ph b. Choose punctuation f | ntences, recognizing and correcting tly confused words (e.g., to, too, to age and its conventions when writi rases to convey ideas precisely. or effect. | and relative adverbs (<i>where, whe</i> <i>walking; I will be walking</i>) verb ter arious conditions. ional patterns (e.g., <i>a small red ba</i> g inappropriate fragments and run <i>wo; there, their</i>). ing, speaking, reading, or listening. | n, why). ises. g rather than <i>a red small bag</i>). -ons. | s appropriate (e.g., small-group discussion). |

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

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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.

| | CELD Standards | | Correspond | ing CCS for EL | A Standards | |
|-----------|---|------------|------------|------------------|-------------|------|
| | CELP Standards | RL | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 |
| <u>Z</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

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

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 <u>end of</u> e | each English language proficiency le | vel, 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | identify a few key words and phrases | identify the main topic retell/describe a few key details | determine the main idea or theme retell/describe a few key details retell familiar stories | determine the main idea or theme explain how some key details support the main idea or theme summarize part of a text | determine two or more main ideas or themes explain how key details support the main ideas or themes summarize a text | |
| RI Read Infor RL Read Liter W Writing SL Speaking a | trom read-alouds simple written texts and oral presentations | | from read-alouds, simple written texts, and oral presentations | from read-alouds, written texts, and oral presentations | from read-alouds, written texts, and oral presentations | |
| | when engaging in one or mor | e of the following content-spe | cific practices: | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP3. Construct valid arguments fr EP4. Build and present knowledge EP5. Build upon the ideas of other MP1. Make sense of problems and | and critique the reasoning of others. ucture | g of others. ing, and synthesizing ideas from texts. | 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. SP1. Ask questions and define problems. | | |
| | | ed with the following Grade 5 B | ELA CCS Standards: | | | |
| | Literature RL.2. Determine a theme of a stu- how characters in a story of a poem reflects upon a top RL.3. Compare and contrast two drama, drawing on specific RL.7. Analyze how visual and mu | ory, drama, or poem from details in the or drama respond to challenges or how | e text, including t the speaker in ts in a story or rs interact). e text, including RI.2. Determine tw details; summ RI.3. Explain the re or concepts in the text. RI.7. Draw on infor | ro or more main ideas of a text and exp narize the text. lationships or interactions between tw n a historical, scientific, or technical tex rmation from multiple print or digital s wer to a question quickly or to solve a | vo or more individuals, events, ideas, xt based on specific information in ources, demonstrating the ability to | |
| | | | says explicitly and when drawing infere a diverse media and formats, including v | | | |

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 ea | ach English languag | ge proficiency lev | vel, an EL can | |
|--|--|---|---|---|---|---|
| | Level 1 | Level 2 | Leve | 3 | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | participate in short participate in short 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 | | 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 | | 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 | 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 |
| | about familiar topics | about familiar topics and texts | about familiar topi | cs and texts | about a variety of topics and texts | expressed about a variety of topics and texts |
| ice | | re of the following content-spe | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | | ge of grade-level complex texts with e hers and articulate his or her own idea | | InP.10. Construct InP.11. Construct InP.12-14. Comm | Ict and critique questions that advanc ct and critique valid arguments. ct and critique explanations. municate and critique conclusions. informed action. | e and frame inquiry. |
| EP English L MP Math pr SP Science F InP CT Socia L Language | MP1. Make sense of problems MP3. Construct viable argumer MP6. Attend to precision. | and persevere in solving them. hts and critique the reasoning of others | 5. | SP4. Analyze an SP6. Construct | nd interpret data. explanations and design solutions. valuate, and communicate informatio | n |
| | when engaging in tasks align W.6. With some guidance and s demonstrate sufficient cor SL.1. Engage effectively in a ran and expressing their own or a. Come to discussions prounder discussion. b. Follow agreed-upon rul | ed with the following Grade 5 I upport from adults, use technology, in mmand of keyboarding skills to type a ge of collaborative discussions (one-or clearly. epared, having read or studied require es for discussions and carry out assign ecific questions by making comments | cluding the Internet, minimum of two pag I-one, in groups, and d material; explicitly ed roles. | to produce and p es in a single sittin teacher-led) with draw on that prep | ublish writing as well as to interact an ng. diverse partners on <i>grade 5 topics an</i> paration and other information knowr | d collaborate with others; d texts, building on others' ideas |

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

| | | By the | end of each English language profici | ency level, an EL can | | | | |
|---|--|---|---|--|---|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | |
| ай П | with prompting and supports, communicate basic information using words and phrases acquired in conversations, reading, and being read to. | 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, | 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 | 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 | 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 | | | |
| re listeni | events, or objects in the environment | and experiences | texts, topics, and experiences | about a variety of texts, topics, and experiences | about a variety of texts, and topic | | | |
| eratu and i | when engaging in one or | more of the following cont | tent-specific practices: | | - | | | |
| RL Read Literature W Writing uiry Practice SL Speaking and listening | EP2. Produce clear and co | range of grade-level complex tex herent writing in which the devel sk, 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. | | | | | |
| Mr Mart practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | - | ems and persevere in solving ther ments and critique the reasoning tics. | SP6. Construct explanations and design s SP8. Obtain, evaluate, and communicate | | | | | |
| SP Science F nP CT Socia L Language | when engaging in tasks aligned with the following Grade 5 ELA CCS Standards: | | | | | | | |
| SP In In | a. Introduce a topic clearl useful to aiding compre- b. Develop the topic with c. Link ideas within and a d. Use precise language a e. Provide a concluding st W.3. Write narratives to de a. Orient the reader by es b. Use narrative techniqu c. Use a variety of transiti d. Use concrete words an e. Provide a conclusion th | y, provide a general observation chension. facts, definitions, concrete detail cross categories of information u nd domain-specific vocabulary to atement or section related to the velop real or imagined experience tablishing a situation and introdu- es, such as dialogue, description, onal words, phrases, and clauses d phrases and sensory details to at follows from the narrated exp ext or present an opinion, sequer | Is, quotations, or other information and esing words, phrases, and clauses. o inform about or explain the topic. e information or explanation presented. es or events using effective technique, de ucing a narrator and/or characters; organ and pacing, to develop experiences and to manage the sequence of events. convey experiences and events precisely. eriences or events. | n logically; include formatting (e.g., headings examples related to the topic. escriptive details, and clear event sequences ize an event sequence that unfolds naturally events or show the responses of characters | to situations. | | | |

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

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--------------------|--|---|---|---|--|
| • \ a u a | th 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 |
| w | EP2. Produce clear and cohere task, purpose, and audier EP3. Construct valid argument EP5. Build upon the ideas of or | - | t, organization, and style are appropriate asoning of others. deas when working collaboratively. | e to InP.9. Develop claims and count InP.15-17. Take informed action | - |
| | MP3. Construct viable argumer MP6. Attend to precision. | nts and critique reasoning of others. | | SP4. Analyze and interpret dat SP7. Engage in argument from SP8. Obtain, evaluate, and con | evidence. |
| w | W.1. Write opinion pieces on to a. Introduce a topic or tex b. Provide logically ordere c. Link opinion and reason d. Provide a concluding state SL.4. Report on a topic or text of clearly at an understandab L.6. Acquire and use accurately | d reasons that are supported by fac is using words, phrases, and clauses atement or section related to the op r present an opinion, sequencing ide ple pace. | riew with reasons and information. The an organizational structure in which identify ts and details. (e.g., <i>consequently, specifically</i>). Dinion presented. The as logically and using appropriate facts a ic and domain-specific words and phrase | ind relevant, descriptive details to sup | port main ideas or themes; speak |

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

| Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|---|--|--|------------------|---|--|
| with prompting and supports, | with prompting and | with guidance and supports, | | conduct short research projects to | • conduct short research projects to |
| conduct short individual or | supports, | conduct short individual or sh | nared | answer a question | answer a question |
| shared research projects to | • conduct short individual or | research projects to answer a | 1 | • recall information from experience | • recall information from experience |
| answer a question | shared research projects to | question | | gather information from print and | • gather information from print and |
| recall information from | answer a question | recall information from | | digital sources | digital sources |
| experience | • recall information from | experience | | summarize key ideas and | summarize key ideas and |
| gather information from a few | experience | gather information from print | t and | information in organized notes, | information in detailed and order |
| provided sources | gather information from | digital sources | | with charts, tables, or other | notes, with graphics, as |
| label some key information | provided sources | identify and record key | | graphics, as appropriate | appropriate to support the analys |
| | record some information | information in orderly notes | | present findings to a small or large | and reflection of the topic |
| | | present findings in an oral or | | group in an oral or written text | present findings in an organized |
| | | written text to a peer or smal | I | provide a list of sources | oral or written text |
| | | group | | | provide a list of sources |
| EP4. Build and present knowle | re of the following content nge of grade-level complex texts w edge from research by integrating | ith evidence. | | Determine helpful sources to answer of 8. Gather and evaluate a range of source | |
| collaboratively. | thers and articulate his or her own communicate context-specific me | _ | InP.11 InP.12 | Construct and critique valid argumen Construct and critique explanations. 2-14. Communicate and critique conclus 5-17. Take informed action. | |
| | and persevere in solving them. nts and critique the reasoning of o | thers. | SP6. | Plan and carry out investigations. Construct explanations and design solu Obtain, evaluate, and communicate inf | |

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

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.

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

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
|---|---|--|---|--|--|--|
| with prompting and supports, | with prompting and supports, | with guidance and supports, | | | | |
| identify a point an author or speaker makes | identify a point an author or speaker makes identify a reason an author or speaker gives to support a main point | 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 | | |
| | ore of the following content-spe erent writing in which the development, | - | InP.5. Determine helpful sources to | o answer questions. | | |
| appropriate to task, pu | | <u> </u> | InP.6-8. Gather and evaluate a range of sources. | | | |
| | ents from evidence and critique the rease | | InP.10. Construct and critique valid arguments. | | | |
| | vledge from research by integrating, con | nparing, and synthesizing ideas from | InP.12-14. Communicate and critiq | • | | |
| texts. EP5. Build upon the ideas of | f others and articulate his or her own ide | eas when working collaboratively. | | | | |
| MP1. Make sense of problen | ns and persevere in solving them. | | SP1. Ask questions and define pro | blems. | | |
| | nents and critique reasoning of others. | | SP6. Construct explanations and d | | | |
| | | | SP7. Engage in argument from evi | | | |
| | | | SP8. Obtain, evaluate, and commu | unicate information. | | |
| when engaging in tasks alig | gned with the following Grade 5 | ELA CCS Standards: | | | | |
| PL 9 Evolain how an author u | ises reasons and evidence to support pai | rticular points in a text, identifying which | ch reasons and evidence support whic | h point(s). | | |
| RI.8. Explain how an author u | | h dotaile | | | | |
| | I reasons that are supported by facts and | | | | | |
| W.1b. Provide logically ordered | I reasons that are supported by facts and speaker makes and explain how each cla | | nce. | | | |
| W.1b. Provide logically ordered SL.3. Summarize the points a | | aim is supported by reasons and eviden | | | | |

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

| | Level 1 | Level 1 Level 2 Level 3 | | | Level 4 | Level 5 | |
|--|---|---|---|--|---|--|--|
| w | ith prompting and supports, | with prompting and supports, | with guidance and suppo | orts, | | | |
| • | use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to | use language for social and academic purposes use some words learned through conversations, reading, and being read to | adapt language choices different social and aca contexts use high frequency gen academic and content- words, phrases, and ex | idemic ieral specific | adapt language choices according to purpose, task, and audience use a wide range of general academic and content-specific words and phrases | 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 conversation, discussion short written text | ons, and | in speech and writing | in speech and writing | |
| when engaging in one or more of the following content-specific | | | cific practices: | | | | |
| | are appropriate to the ta | ent writing in which the development, isk, purpose, and audience. o communicate context-specific messag | - | InP.9. Dev InP.10. Co InP.11. Co | onstruct and critique questions that ac relop claims and counterclaims using e onstruct and critique valid arguments. onstruct and critique explanations. . Communicate and critique conclusior | vidence. | |
| | | | | InP.15-17 | . Take informed action. | | |
| | MP4. Model with mathematics MP6. Attend to precision. | 5. | | SP6. Con | questions and define problems. struct explanations and design solutio ain, evaluate, and communicate inforr | | |
| w | hen engaging in tasks align | ed with the following Grade 5 | ELA CCS Standards: | | | | |
| | W.5. With guidance and suppo | ort from peers and adults, develop and | l strengthen writing as nee | ded by plan | ning, revising, editing, rewriting, or try | ving a new approach. | |
| | | | | | | | |

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*).

| | Level 1 | Level 2 | Lev | <u> </u> | evel, an EL can Level 4 | Level 5 | | | |
|---|---|---|-------------------------------------|------------------|--|--|--|--|--|
| | | | | | | | | | |
| | relying on context, visual aids, and | • | 3 , , , | | using context, reference materials, | using context, reference material | | | |
| | knowledge of morphology in the | reference materials, and | | | and an increasing knowledge of | and knowledge of English | | | |
| | native language, | knowledge of morphology in the | | edge of English | English morphology (e.g. common | morphology (e.g., root words, | | | |
| | | native language, | morphology, | | root words and frequently | simple inflectional endings such | | | |
| | | | | | occurring prefixes, | as -ed, -ing, and some common | | | |
| | recognize the meaning of a few frequently occurring words, | determine the meaning of some frequently occurring words, | determine the r | 0 | | prefixes and suffixes), | | | |
| | phrases, and formulaic | phrases, and formulaic | frequently occu phrases | rring words and | | | | | |
| | expressions | expressions | determine the r | neanings of some | determine the meaning of | determine the meaning of | | | |
| | | | idiomatic expre | - | general academic and content- specific words, phrases | academic and content-specific words and phrases | | | |
| BL | | | | | determine the meaning of a | determine the meaning of | | | |
| tenir | | | | | growing number of idiomatic | figurative language (e.g., | | | |
| nd lis | | | | | expressions | metaphors, similes, adages, and | | | |
| W Writing SL Speaking and listening | | | | | | proverbs) | | | |
| | in simple oral discourse, read- | | | • • | in texts about a variety of topics, | in texts about a variety of topics, | | | |
| | alouds, and written texts about familiar topics, experiences, or | alouds, and written texts about familiar topics, experiences, or | experiences, or ev | /ents | experiences, or events | experiences, or events | | | |
| > ~ | events | events | | | | | | | |
| tice | when engaging in one or more of the following content-specific practices: | | | | | | | | |
| Prac | | | | | | | | | |
| Viint | EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages. | | | | helpful sources to answer questions. | | | | |
| es Inc | InP.6-8. Ga | | | | er and evaluate a range of sources. | | | | |
| ctice tudie | MP1. Make sense of problems and persevere in solving them. SP1. Ask quest | | | | ions and define problems. | | | | |
| e Pra cial S ge | SP8. Obtain, evaluate, and communicate information. | | | | | | | | |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | when engaging in tasks aligned with the following Grade 5 ELA CCS Standards: | | | | | | | | |
| SP SP | Literature | | | | | | | | |
|] | | words and phrases as they are used in | | | e meaning of general academic and do | omain-specific words and phrases i | | | |
| | figurative language such as | | | | t to a grade 5 topic or subject area. | | | | |
| | | | | | | | | | |
| | | effect relationships and comparisons | | | | by from a range of strategies. | | | |
| | | ropriate Greek and Latin affixes and ro | | - | • | | | | |
| | | | | | the pronunciation and determine or c | larify the precise meaning of key | | | |
| | words and phrases. | | <i>"</i> | 0 | | , | | | |
| | | g of figurative language, word relation | | n word meanings. | | | | | |
| | | lage, including similes and metaphors | | | | | | | |
| | | e meaning of common idioms, adages | | | | | | | |
| | c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | | | | | | | | |

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

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

| | By the <u>end</u> of each English language proficiency level, an EL can | | | | | | |
|---|--|--|--|--|---|--|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | |
| N Need Informational text W Writing SL Speaking and listening | 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 information present facts about the to recount a short sequence events in order including details, or explain a proce description, or compariso contrast use an increasing range o temporal and other linkin words (e.g., <i>next</i>, <i>because</i> <i>also</i>) provide a concluding stat | al topic opic of key ess, on and f g e, and, | 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. | | | | | | |
| LF English Language and phacture MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | MP1. Make sense of problems MP3. Construct viable argume | MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. MP4. Model with mathematics. | | | 7. Engage in argument from evidence. 8. 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. | | | | | | |

CELP.4-5.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and 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 | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 | | |
| EP English Language arts practice F MP Math practice f SP Science Practice V InP CT Social Studies Inquiry Practice S 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. InP.12-14. Communicate and critique conclusions. EP6. Use English structures to communicate context- specific messages. SP8. Obtain, evaluate, and communicate information. When engaging in tasks aligned with the following Grade 5 ELA CCS Standards: SP8. Obtain, evaluate, and communicate information. when engaging in tasks aligned with the following Grade 5 ELA CCS Standards: SP8. Obtain, evaluate, and communicate information. L1. 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>I had walked; I will have walked; I will ha</i> | | | | | | |

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 | | | | | |
|----------------|---|-------------------------------------|------------|------------------|------|------|--|
| | | | RI | W | SL | L | |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | | |
| <u>2</u> | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 | |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 | |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 | |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 | |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4, 6 | | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 | |

Legend for Domains

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

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 <u>end</u> of each English language proficiency level, an EL can | | | | | | |
|--|---|--|--|--|---|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| al Text ning | with prompting and supports, use a very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: | | |
| | identify a few key words and phrases in oral communications and simple written texts | identify the main topic in oral communication and simple written texts retell a few key details | 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 | 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 | 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 | | |
| nation ature nd list | when engaging in one or more of the following content-specific practices: | | | | | | |
| EP English Language arts practice RI Read Informational Text MP Math practice RL Read Literature SP Science Practice W Writing InP CT Social Studies Inquity Practice SL Speaking and listening L Language | 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 prob | lems. | | |
| lish La ith pra nce Pr Social uage | when engaging in tasks aligned with the following Grade 6 CCS ELA Standards: | | | | | | |
| EP English I MP Math p SP Science InP CT Soci Language | particular details; provide a s or judgments. RL.3. Describe how a particular sto as well as how the characters resolution. RL.7. Compare and contrast the ex listening to or viewing an aud | I idea of a text and how it is conveyed summary of the text distinct from person ry's or drama's plot unfolds in a series s respond or change as the plot moves perience of reading a story, drama, or dio, video, or live version of the text, ir and "hear" when reading the text to w watch. | onal opinions a summary of th RI.3. Analyze in detai elaborated in a stoward a RI.7. Integrate inform as well as in wo poem to ncluding | RI.2. Determine a central idea of a text and how it is conveyed through particular details; provas 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, quantitative 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. | | | | | | |

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 140

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 <u>end</u> of ea | ach English | language proficien | ncy level, an EL can | | | |
|--|--|---|---|--|--|---|--|--|
| | Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | | | 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 | | |
| 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. | | | | | | | |
| EP English La MP Math pra SP Science Pr InP CT Social L Language | MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. MP6. Attend to precision. | | | InP.15-17. Take informed action. 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: | | | | | | | |
| | type a minimum of three SL.1. Engage effectively in a ra ideas and expressing the a. Come to discussions p reflect on ideas under b. Follow rules for colleg c. Pose and respond to s | pages in a single sitting. Inge of collaborative discussions (one- ir own clearly. prepared, having read or studied requi discussion. gial discussions, set specific goals and o | on-one, in gro ired material; deadlines, and d detail by ma | ups, and teacher-led) explicitly draw on that define individual roles king comments that co | with diverse partners on grade 6 topics, preparation by referring to evidence on s as needed. ontribute to the topic, text, or issue unde | n the topic, text, or issue to probe and | | |

Grade 6: Standard 3 (w/ELA Correspondences)

| | | By t | the <u>end</u> of each En | glish language proficien | ncy level, an EL can | |
|--|---|---|--|---|---|--|
| | Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | with prompting and supports, communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, | 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, | texts • integrate graphics useful • use academic and • include relevant gradetails | oresentations narratives or informational or multimedia, when domain specific vocabulary eneral and some specific | 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 | 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 |
| RI W SL | topics, and experiences | experiences, or events | about familiar texts, | topics, or events | about a variety of texts, topics, and events | about a variety of texts, topics, and events |
| 0 | when engaging in on | e or more of the following | content-specific | practices: | | crents |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | MP3. Construct viable arguments and critique the reasoning of others. MP4. Model with mathematics. MP6. Attend to precision. | | | InP.6-8. Gather and evaluat InP.9. Develop claims and c InP.10. Construct and critiq InP.11. Construct and critiq InP.12-14. Communicate ar InP.15-17. Take informed a SP6. Construct explanation | ounterclaims using evidence. ue valid arguments. ue explanations. nd critique conclusions. ction. | inquiry. |
| | | | | | | |

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

Grade 6: Standard 4 (w/ELA Correspondences)

| 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 variet of topics, texts, or events introduce the topic provide compelling and logically ordered evidence, reasons, or facts that effectively support th claim establish a formal style address the counterargument provide a concluding section use academic and domain specific vocabulary |
| when engaging in one or mo | re of the following content-spe | cific practices: | | |
| | ent writing in which the development, o | organization, and style are | InP.9. Develop claims and countercla | aims using evidence. |
| appropriate to task, purp | | wine of others | InP.15-17. Take informed action. | |
| | ts from evidence and critique the reaso | - | | |
| _ | thers and articulate his or her own idea | as when working collaboratively | | |
| EP5. Build upon the ideas of o | thers and articulate his or her own idea communicate context-specific message | - , | | |
| EP5. Build upon the ideas of o | thers and articulate his or her own idea communicate context-specific message | - , | | |
| EP5. Build upon the ideas of o EP6. Use English structures to MP3. Construct viable argument | | - , | SP4. Analyze and interpret data. | |
| EP5. Build upon the ideas of o EP6. Use English structures to | communicate context-specific message | - , | SP4. Analyze and interpret data. SP7. Engage in argument from evid SP8. Obtain, evaluate, and commur | |

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

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

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 . . .

| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|--|---|--|---|---|--|---|
| • | ith 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 | with guidance and supports conduct short research p answer a question gather information from of provided print and digi sources summarize or paraphrase | rojects to a variety tal | 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 | 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 credibilit of each source |
| SL Speaking and listening | | provided sources record some data and information | observations, ideas, and information, with labeled illustrations, diagrams, or graphics, as appropriate • present findings to a sma group in an oral or writte • cite sources | other Il or large | charts, diagrams, or other graphics, as appropriate present findings in an organized oral or written text cite sources use a standard format for citations | 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 citation |
| InP CT Social Studies Inquiry Practice L Language | EP4. Build and present knowle synthesizing ideas from t EP5. Build upon the ideas of o collaboratively. EP6. Use English structures to MP1. Make sense of problems | nge of grade-level complex texts edge from research by integrati | s with evidence. ng, comparing, and own ideas when working messages. | InP.6-8 InP.10. InP.11. InP.12- InP.15- SP3. P SP6. C | Determine helpful sources to answer que B. Gather and evaluate a range of sources Construct and critique valid arguments. Construct and critique explanations. 14. Communicate and critique conclusio 17. Take informed action. Plan and carry out investigations. Construct explanations and design solutio Dbtain, evaluate, and communicate infor | s. ons. |

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)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
|-----|---|---|---|---|--|--|--|
| • i | th prompting and supports, dentify 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 distinguish betwee are supported by evidence from 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 claim cite textual evidence to support the analysis | | |
| w | hen engaging in one or mo | ore of the following content-spe | cific practices: | | | | |
| | appropriate to task, pur EP3. Construct valid argumer EP4. Build and present know texts. | pose, and audience. hts from evidence and critique the reaso ledge from research by integrating, com | oning of others. nparing, and synthesizing ideas from | InP.5. Determine helpful sources to ar InP.6-8. Gather and evaluate a range of InP.10. Construct and critique valid ar InP.12-14. Communicate and critique | of sources. guments. | | |
| | | | | SP1. Ask questions and define probleSP6. Construct explanations and desiSP7. Engage in argument from eviderSP8. Obtain, evaluate, and communic | gn solutions. nce. | | |
| w | hen engaging in tasks aligi | ned 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. | | | | | |
| | W.1b. Support claim(s) with cl | lear reasons and relevant evidence, usir | ng credible sources and demonstrating | | | | |
| | | lear reasons and relevant evidence, usir gument and specific claims, distinguishi | - | | | | |

Grade 6: Standard 7 (w/ELA Correspondences)

| | | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|--|---------------------------|--|--|---|--|---|---|
| RL Read Literature W Writing SL Speaking and listening | • u a • r w c | th prompting and supports, use frequently occurring words nd phrases ecognize the meaning of some words learned through onversations, 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 an according to purpose, tas audience use an increasing number general academic and cor specific words and phrase speech and short written show developing control and tone in oral or written | nd style k, and of atent- is in texts of style | 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 |
| MP Math practice RL Reader of the second sec | wł | when engaging in one or more of the following content-spe EP2. Produce clear and coherent writing in which the development, or appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific message | | organization, and style are | InP.9. De InP.10. (InP.11. (InP.12-1 | Construct and critique questions that a evelop claims and counterclaims using Construct and critique valid arguments Construct and critique explanations. 14. Communicate and critique conclusio 17. Take informed action. | evidence. |
| MP Math practicc SP Science Practic nP CT Social Stuc L Language | | MP4. Model with mathematics MP6. Attend to precision. | | | SP1. As SP6. Cc | sk questions and define problems. onstruct explanations and design soluti | |
| Image: State of the 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 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 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 <u>end</u> of ea | ch English language proficiency | level, an EL can | | | | |
|---|--|---|---|--|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | |
| relying | on context, visual aids, and | using context, visual aids, | using context, visual aids, | using context, reference materials, | using context, reference materials | | | |
| knowle | dge of morphology in the | reference materials, and | reference materials, and a | and an increasing knowledge of | and knowledge of English | | | |
| native la | anguage, | knowledge of morphology in the | developing knowledge of English | English morphology, | morphology, | | | |
| | | native language, | morphology (e.g. affixes and roots | | | | | |
| frequ phras | nize the meaning of a few ently occurring words and es, and formulaic ssions | determine the meaning of frequently occurring words, phrases, and expressions | words), determine the meaning of general academic and content- specific words and phrases and frequently occurring expressions | determine the meaning of general academic and content- specific words and phrases, and a growing number of idiomatic expressions | determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) | | | |
| in texts | about familiar topics, nces, or events | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about a variety of topics, experiences, or events | in texts about a variety of topics, experiences, or events | | | |
| EP6. Use English structures to communicate context-specific messages. | | | 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 Informational Text | | | | | | | | |
| RL.4. Determine the meaning of words and phrases as they are used in a text, including RI.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 figurative, connotative, and technical meanings. | | | | | | | | |
| on meaning and tone. L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. | | | | | | | | |
| | a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | | | | | | | |
| | 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. | | | | | | | |
| | | ermination of the meaning of a word | l or phrase (e.g., by checking the inferr | ed meaning in context or in a dictionary | /). | | | |
| | | | ships, and nuances in word meanings. | | | | | |
| | | h (e.g., personification) in context. | | | | | | |
| | | | ect, part/whole, item/category) to bett | er understand each of the words. g., stingy, scrimping, economical, wastej | ful the sife a | | | |
| | | | | | | | | |

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 <u>end</u> of ec | ach English langua | ge proficiency l | evel, an EL can | | |
|--|--|---|---|---|--|--|--|
| | Level 1 | Level 2 | Level | - | Level 4 | Level 5 | |
| | with prompting and supports, | with prompting and supports, | with guidance and su | ipports, | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 | 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., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement | introduce and deversinformational topic facts and details explain a short seq process, descriptio and contrast, or and use common trans and phrases to condideas, and opinions while, for example, result) provide a concludin section | with a few uence of events, n, comparison alysis itional words nect events, s (e.g., <i>after a</i> <i>in order to, as a</i> | 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 | |
| actice Practice | when engaging in one or mor | | | | | · | |
| ge arts practice e ies Inquiry Prac | EP2. Produce clear and coher style are appropriate to | nt, organization, and | | and critique explanations. unicate and critique conclusions. | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | MP1. Make sense of problems MP3. Construct viable argume MP4. Model with mathematic: | SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | | | | |
| EP EI MP n SP Sc InP C Lai | when engaging in tasks aligned with the following Grade 6 ELA CCS Standards: | | | | | | |
| | When engaging in tasks aligned with the following Grade o 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. | | | | | | |

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 eac | h English language proficiency | level, an EL can | | |
|--|---|--|--|---|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| ce RI Read Informational Text RL Read Literature W Writing actice SL Speaking and listening | 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 | when engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific messages. MP6. Attend to precision. SP8. Obtain, evaluate, and communicate information. | | | | | |
| EP En MP M SP Sci InP C1 LLan | 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 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. | | | | | |

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.

| | CELD Standards | CCS | _iteracy Stan | dards | CCS ELA Standards | |
|-----------|---|------------|---------------|-----------|-------------------|------|
| | CELP Standards | RH | RST | WST | SL | L |
| 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | 8 | 8 | 1b | 3 | 6 |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 4 | 4,6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

| RH | Reading in History/Social Studies | SL | Speaking and Listening |
|-----|---|---------|------------------------|
| RST | Reading in Science and Technical Subjects | L | Language |
| WST | Writing in History/Social Studies, Science ar | nd Tech | nnical 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 . . .

| Ē | Level 1 | Level 2 | | vel 3 | Level 4 | Level 5 |
|--|--|---|-------------------------------------|------------------------------------|--|--------------------------------------|
| ŀ | with prompting and supports, use | with prompting and supports, use | with guidance and | | use an increasing range of | use a wide range of strategies to: |
| | | | - | | | use a wide range of strategies to: |
| | a very limited set of strategies to: | an emerging set of strategies to: | developing set of | strategies to: | strategies to: | |
| | identify a few key words and | identify the main topic in oral | • determine the | central idea or | determine two or more central | • determine central ideas or theme |
| | phrases in oral communications | communication and simple | theme in simple | | ideas or themes in oral | in oral presentations or written t |
| | and simple written texts | written texts | presentations of | | presentations or written text | explain how the central |
| | | retell a few key details | explain how the | | • explain how the central | ideas/themes are developed by |
| | | • Tetell a few key details | | | | |
| | | | theme is support | rted by specific | ideas/themes are supported by | supporting ideas or evidence |
| | | | details | | specific textual details | summarize a text |
| | | | • summarize part | of the text | summarize a text | |
| ┢ | | | | | | |
| | | re of the following content-spe | | | - 1 | |
| | EP1. Support analyses of a range of grade-level complex texts with evidence. | | | | InP.1-4. Construct and critique questions that advance and frame inqui | |
| InP CT Social Studies Inquiry Practice L Language | 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. | | | | InP.5. Determine helpful sources t | o answer questions. |
| | EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | InP.6-8. Gather and evaluate a ran | - | |
| | LFS. Build upon the ideas of others and articulate his of her own ideas when working conaboratively. | | | InP.9. Develop claims and counter | | |
| l | | | | | InP.10. Construct and critique valie | d arguments. |
| | | | | | InP.11. Construct and critique exp | anations. |
| | MP1.Make sense of problems and persevere in solving them. | | | | SP1. Ask questions and define problems. | |
| | ÷ | and critique the reasoning of others. | | | | |
| | MP7. Look for and make use of str | | | | | |
| | MP8. Look for and express regular | ed with the following Grade 6 | Literes in Cont | | andorda. | |
| | History/Social Studies | ed with the following Grade 6 | , | cience/Technical Sul | | |
| | | e to support analysis of primary and s | | • | extual evidence to support analysis of | science and technical texts |
| I | sources. | | | | e central ideas or conclusions of a tex | |
| | RH.2 Determine the central ideas | or information of a primary or second | | | nct from prior knowledge or opinions. | |
| | provide an accurate summa | ry of the source distinct from prior kn | nowledge or R | ST.3 Follow precis | ely a multistep procedure when carry | ing out experiments, taking |
| l | opinions. | | | | ts, or performing technical tasks. | |
| | | description of a process related to his | • | • • | antitative or technical information exp | |
| | | omes law, how interest rates are raise | | | at information expressed visually (e.g. | , in a flowchart, diagram, model, |
| | maps) with other information | e.g., in charts, graphs, photographs, | videos, or | graph, or tabl | le). | |
| | maps) with other mormatic | on in print and digital texts. | | | | |
| | | | | | | |

Grade 6: Standard 2 (w/Literacy in Content Area Correspondences)

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice 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 . . .

| | | | ch English language pr | oficiency | y level, an EL can | | |
|------------|---|---|---|------------------------------------|---|---|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | |
| | vith prompting and supports, actively listen to others participate in short conversational and written exchanges on familiar topics | with prompting and supports, actively listen to others participate in short conversational and written exchanges on familiar topics and | with guidance and suppo participate in conversation discussions, and written exchanges on familiar tand texts using academ | ions, n opics | 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 | participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues using academic and domain specific vocabulary | |
| | using academic and domain specific vocabulary • present basic information • respond verbally and nonverbally to simple questions and some wh- questions | texts using academic and domain specific vocabulary present information and ideas respond to simple questions and wh- questions | ain domain specific vocabul. build on the ideas of oth express his or her own id | | 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 | 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 | |
| L Language | EP1. Support analyses of a range | e of the following content-spec e of grade-level complex texts with evi ers and articulate his or her own ideas | dence. | InP.10. C InP.11. C InP.12-1 | nP.1-4. Construct and critique questions that advance and frame inquiry. nP.10. Construct and critique valid arguments. nP.11. Construct and critique explanations. nP.12-14. Communicate and critique conclusions. nP.15-17. Take informed action. | | |
| anguage | MP1. Make sense of problems a MP3. Construct viable argument MP6. Attend to precision. | nd persevere in solving them. ts and critique the reasoning of others | | SP6. Co | alyze and interpret data. nstruct explanations and design solutio stain, evaluate, and communicate inform | | |
| W | 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 prob 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 | | | | | | |

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

| 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 s deliver short oral compose written informational tex integrate graphics when useful use academic and specific vocabular include relevant g some specific det about familiar texts events | presentations narratives or ts s or multimedia, domain y eneral and ails | 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, an events |
| when engaging in one or more of the following content-spect EP1. Support analyses of a range of grade-level complex texts with evided EP2. Produce clear and coherent writing in which the development, orga are appropriate to the task, purpose, and audience. | | ence. | InP.6-8. Gather InP.9. Develop InP.10. Constru InP.11. Constru InP.12-14. Com | uct and critique questions that advance r and evaluate a range of sources. claims and counterclaims using eviden uct and critique valid arguments. uct and critique explanations. municate and critique conclusions. e informed action. | |
| MP1. Make sense of problems and MP3. Construct viable arguments a MP4. Model with mathematics. MP6. Attend to precision. | I persevere in solving them. and critique the reasoning of others. | | | t explanations and design solutions. evaluate, and communicate information | ۱. |
| | ed with the following Grade 6 I | Literacy in Conten | t Area CCS Sta | andards: | |

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

- 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

 EP English Language arts practice
 RI Read Informational Text

 MP Math practice
 RL Read Literature

 SP Science Practice
 W Writing

 In P CT Social Studies Inquiry Practice
 SL Speaking and listening

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 ...

| | | , <u> </u> | ch English language proficiency l | | | | |
|--|---|--|--|---|---|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| ki kead informational lext RL Read Literature W Writing SL Speaking and listening | 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 | | |
| Math practice RLRead I SP Science Practice W Writing InP CT Social Studies Inquiry Practice SL Speakir L Language | EP2. Produce clear and cohere task, purpose, and audien EP3. Construct valid argument EP5. Build upon the ideas of o EP6. Use English structures to | - | , organization, and style are appropriate soning of others. eas when working collaboratively. | InP.15-17. Take informed a SP4. Analyze and interpre SP7. Engage in argument | t data. from evidence. | | |
| MP Math pra SP Science Pra nP CT Social 9 L Language | SP8. Obtain, evaluate, and communicate information. when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS Standards: | | | | | | |
| MPP SP SI L L L L | a. Introduce claim(s) logically. b. Support claim(s) v c. Use words, phrase d. Establish and mai e. Provide a conclud SL.4* Present claims and findi adequate volume, and c L.6. Acquire and use accurate important to comprehen | with logical reasoning and relevant, an es, and clauses to create cohesion an ntain a formal style. ling statement or section that follows ngs, sequencing ideas logically and us clear pronunciation. ly grade-appropriate general academ | and distinguish the claim(s) from altern ccurate data and evidence that demonst d clarify the relationships among claim(s from and supports the argument prese ing pertinent descriptions, facts, and de ic and domain-specific words and phras chnical subjects | rate an understanding of the topic o), counterclaims, reasons, and eviden nted. tails to accentuate main ideas or the | r text, using credible sources. nce. mes; use appropriate eye contact, | | |

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 <u>end</u> | of each English language proficiend | cy level, an EL can | |
|---|--|---|--|---|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| RL Read Literature W Writing SL Speaking and listening | 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 |
| arts practice Inquiry Practice | EP1. Support analyses of a EP4. Build and present kno from texts. EP5. Build upon the ideas o EP6. Use English structures MP1. Make sense of problem | f others and articulate his or her o to communicate context-specific i ns and persevere in solving them. | with evidence. ng, comparing, and synthesizing ideas wn ideas when working collaboratively. messages. | InP.5. Determine helpful sources to a InP.6-8. Gather and evaluate a range InP.10. Construct and critique valid a InP.11. Construct and critique explan InP.12-14. Communicate and critique InP.15-17. Take informed action. SP3. Plan and carry out investigation | of sources. rguments. ations. e conclusions. |
| EF English Language MP Math practice SP Science Practice InP CT Social Studies L Language | MP3. Construct viable arguments and critique the reasoning of others. MP3. Construct viable arguments and critique the reasoning of others. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focus 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 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 fi adequate volume, ar | | and using pertinent descriptions, facts, and | d details to accentuate main ideas or th | emes; use appropriate eye contact, |

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|------|---|--|---|---|---|
| • ic | with prompting and supports,with prompting and supports,with guidance and supports,• identify a point an author or a speaker makes• identify the main argument an author or a speaker makes• explain the argument an author or a speaker makes• identify one reason an author or a speaker gives to support the argument• explain the argument an author or a speaker makes | | | Level 4 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 claim |
| wł | nen engaging in one or mo | re of the following content-spe | cific practices: | | cite textual evidence to support the analysis |
| | to task, purpose, and auc EP3. Construct valid argument EP4. Build and present knowle texts. EP5. Build upon the ideas of o MP1. Make sense of problems | is from evidence and critique the reaso edge from research by integrating, com thers and articulate his or her own idea | oning of others. Iparing, and synthesizing ideas from | InP.5. Determine helpful sources InP.6-8. Gather and evaluate a ra InP.10. Construct and critique val InP.12-14. Communicate and crit SP1. Ask questions and define p SP6. Construct explanations and SP7. Engage in argument from e SP8. Obtain, evaluate, and comr | nge of sources. id arguments. ique conclusions. roblems. design solutions. vidence. |
| wł | History/Social Studies | ed with the following Grade 6 L | andards: ical Subjects guish among facts, reasoned judgmen lation in a text. | t based on research findings, and | |
| | SL.3* Delineate a speaker's L.6. Acquire and use accur important to compreh | vith logical reasoning and relevant, acc argument and specific claims, distingu ately grade-appropriate general acader ension or expression in history/social studies and science/te | rate an understanding of the topic or t asons and evidence from claims that a | re not. | |

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

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

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| | | Level 2 | Level 3 | | Level 4 | Level 5 | | |
|---------------------------|---|--|--|--|---|--|--|--|
| ● u a ● r v c | 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 suppor adapt language choices according to purpose, ta audience use an increasing numb general academic and co specific words and phra speech and short writte show developing control and tone in oral or writte | according to purpose, task, and audiencepose, task, and pose, task, and audiencepose, task, and g number of c and content- nd phrases in t written texts g control of styleaccording 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 | | |
| w | EP2. Produce clear and cohe | ore of the following content-spe rent writing in which the development, o | - | | onstruct and critique questions that ac | | | |
| WI | are appropriate to the t EP6. Use English structures to | es. | 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 mathematic MP6. Attend to precision. | S. | SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. | | | | | |
| w | | ned with the following Grade 6 I | • | | | | | |
| | | e and support from peers and adults, dev Il purpose and audience have been addr | | g as neede | d by planning, revising, editing, rewriti | ng, or trying a new approach, | | |
| | SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal Er | | | | inglish when indicated or appropriate. | | | |
| | L.6* Acquire and use accurately grade-appropriate general academic and domain-specific phrase important to comprehension or expression. | | | | nrases; gather vocabulary knowledge w | hen considering a word or | | |
| | | n history/social studies and science/tech | | | | | | |

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

Grade 6: Standard 8 (w/Literacy in Content Area Correspondences)

| | | By the <u>end</u> of ea | ch English la | nguage 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, | using context, visual aids, reference materials, and knowledge of morphology in the | reference ma developing k | t, visual aids, aterials, and a nowledge of English | using context, reference materials, and an increasing knowledge of English morphology, | using context, reference materials, and knowledge of English morphology, | | |
| ture d listening | recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions | native language, determine the meaning of frequently occurring words, phrases, and expressions | words), • determine general act specific wo | (e.g. affixes and roots the meaning of ademic and content- ords and phrases and occurring expressions | determine the meaning of general academic and content- specific words and phrases, and a growing number of idiomatic expressions | determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, nersonification) | | |
| RL Read Literature W Writing SL Speaking and listening | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts abou experiences, | it familiar topics, or events | in texts about a variety of topics, experiences, or events | personification) in texts about a variety of topics, experiences, or events | | |
| e | when engaging in one or more of the following content-specific practices: | | | | | | | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | | | | | oful sources to answer questions. valuate a range of sources. | | | |
| ttice actice studies Inc | | | | | s and define problems. Jate, and communicate information. | | | |
| h prac ce Pra ocial S age | when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS Standards: | | | | | | | |
| MP Math pr SP Science F InP CT Socia L Language | History/Social StudiesScience/Technical SubjectsRH.4Determine 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 SubjectsRST.4Determine 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. | | | | | | | |
| | a. Use context (e.g., the ov b. Use common, grade-app c. Consult reference mater or its part of speech. d. Verify the preliminary d L.5. Demonstrate understanding a. Interpret figures of spee b. Use the relationship bet c. Distinguish among the c | verall meaning of a sentence or parage propriate Greek or Latin affixes and ro rials (e.g., dictionaries, glossaries, the etermination of the meaning of a wor of figurative language, word relations ech (e.g., personification) in context. ween particular words (e.g., cause/ef | raph; a word's p pots as clues to sauruses), both rd or phrase (e. ships, and nuan ffect, part/whol with similar den | bosition or function in a the meaning of a word (print and digital, to find g., by checking the infer ces in word meanings. e, item/category) to bet | d the pronunciation of a word or detern red meaning in context or in a dictiona | a word or phrase. mine or clarify its precise meaning ry). | | |

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

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

| | | | h English language | projicičneg i | | Laurel E | |
|--|--|--|--|--|--|--|--|
| | Level 1 with prompting and supports, | Level 2 with prompting and supports, | Level 3 with guidance and sup | | Level 4 | Level 5 | |
| RL Read Literature W Writing actice SL Speaking and listening | 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 | 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., <i>next</i>, <i>because, and, also</i>) provide a concluding statement | introduce and devel informational topic of facts and details explain a short seque events, process, des comparison and com analysis use common transit and phrases to conm ideas, and opinions while, for example, if a result) provide a concluding or section | op an with a few ence of cription, trast, or ional words ect events, (e.g., after a n order to, as | 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 | |
| tice ctice tudies Inquiry P | when engaging in one or more of the following content-spe EP2. Produce clear and coherent writing in which the development | | • | | ruct and critique explanations. | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | MP1. Make sense of problems | task, purpose, and audience. s and persevere in solving them. ents and critique reasoning of others. s. | | SP7. Engage | mmunicate and critique conclusions. in argument from evidence. evaluate, and communicate informati | ion. | |
| | 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 | | | | | | |
| | | ontact, adequate volume, and clear pr n history/social studies and science/tee | | | | | |

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

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 <u>end</u> of eac | ch English language prof | iciency level, an EL can | | | | |
|--|---|--|--|--|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | |
| RI Read Informational Text RL Read Literature W Writing ice SL Speaking and listening | 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., whom, which, that), relat adverbs (e.g., where, where, where, why), subordinating conjunctions, and prepose phrases recognize phrases and clawithin a sentence produce and expand simp compound, and a few consentences | intensive/reflexive pronouns 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 | 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 | EP2. Produce clear and cohere are appropriate to task, p | re of the following content-spe ent writing in which the development, burpose, and audience. communicate context- specific messa | organization, and style Inges. | P.12-14. Communicate and critique conclusion P8. Obtain, evaluate, and communicate inforr | | | | |
| | when engaging in tasks aligned with the following Grade 6 Literacy in Content Area CCS Standards: | | | | | | | |
| | pression in conventional | | | | | | | |

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 | | | | | |
|-----------|---|------------|-------------------------------------|------------------|------|------|--|--|
| | CELP Standards | RL | RI | W | SL | L | | |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | | | |
| <u>2</u> | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | | | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | | | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 | | |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | | | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 | | |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 | | |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 | | |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4, 6 | | | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 | | |

Legend for Domains

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

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 <u>end</u> of ea | ich 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: | | | |
| identify a few key words and phrases in oral communications and simple written texts | identify the main topic in oral communication and simple written texts retell a few key details | 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 | 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 | determine central ideas or themen in oral presentations or written tere explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text | | | |
| when engaging in one or mo | re of the following content-spe | cific practices: | | | | | |
| EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. | | | InP.1-4. Construct and critique questions that advance and frame inquire 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. SP1. Ask questions and define problems. | | | | |
| MP7. Look for and make use of str MP8. Look for and express regular | | | | | | | |
| when engaging in tasks aligned with the following Grade 7 ELA CCS Standards: | | | | | | | |
| the course of the text; provide an objective summary of the text.course ofRL.3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).RI.3. Analyze t influenceRL.7. Compare and contrast a written story, drama, or poem to its audio, filmed,RI.7. Compare | | | | he text. and ideas in a text (e.g., how ideas uence ideas or events). | | | |
| 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 | | | | | | | |

Grade 7: Standard 2 (w/ELA Correspondences)

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

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 | Leve | el 3 | Level 4 | Level 5 |
| EP English Language arts practice RI Read Informational Text MP Math practice RL Read Literature SP Science Practice W Writing InP CT Social Studies Inquiry Practice SL Speaking and listening L Language | with prompting and supports,with prompting and supports,with prompting and supports,• actively listen to others• actively listen to others• actively listen to others• participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary• actively listen to others • participate in short conversational and written exchanges on familiar topics using academic and domain specific vocabulary• actively listen to others • participate in short conversational and written exchanges on familiar topics and | | 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 pract 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 we 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. | | | SP8. Obtain, eva | d interpret data. explanations and design solutions. Iluate, 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)

| | By the | <u>end</u> of each English language profic | iency level, an EL can | | |
|---|---|---|---|---|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| supports, • communicate basic information using words and phrases acquired in conversations, reading, and being read to about familiar texts, tonics, 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 example 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 co | | | | |
| EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. | | | 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. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. | | |
| MP4. Model with mathema MP6. Attend to precision. | atics. | | | | |
| | s aligned with the following | Grade 7 ELA CCS Standards: | | | |
| a. Introduce a topic clearly, formatting (e.g., heading b. Develop the topic with reduced to topic with | , previewing what is to follow; organize gs), graphics (e.g., charts, tables), and m elevant facts, definitions, concrete deta ons to clarify the relationships among id d domain-specific vocabulary to inform formal style. tement or section that follows from an elop real or imagined experiences or ev eader by establishing a context and intr s, such as dialogue, pacing, and descrip on words, phrases, and clauses to conve shrases, relevant descriptive details, and to follows from the narrated experience | a about or explain the topic. d supports the information or explanation prese vents using effective technique, relevant descript oducing a narrator and/or characters; organize a tion, to develop experiences, events, and/or cha ey sequence and signal shifts from one time fram d sensory language to convey experiences and ev | es such as definition, classification, comparison les. nted. ive details, and well-structured event sequenc n event sequence that unfolds naturally and lo racters. e or setting to another. yents. | n/contrast, and cause/effect; include es. ogically. | |

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

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 ...

| F | Level 1 | Level 2 | ach English language proficiency l Level 3 | Level 4 | Level 5 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 | | | | | |
|--|---|--|--|---|---|--|--|--|--|--|
| SL Speaking and listening | 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 | | | | | | |
| SL Spea | when engaging in one or more of the following content-specific practices: | | | | | | | | | |
| InP CT Social Studies Inquiry Practice L Language | task, purpose, and audien EP3. Construct valid argument EP5. Build upon the ideas of o | | | | nterclaims using evidence. on. | | | | | |
| nP CT Social Studi L Language | MP3. Construct viable argumen MP6. Attend to precision. | nts and critique reasoning of others. | | SP7. Engage in argument from | SP4. Analyze and interpret data.SP7. Engage in argument from evidence.SP8. Obtain, evaluate, and communicate information. | | | | | |
| InP CT L Lan _§ | 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 L.6. Acquire and use accurately important to comprehensio | grade-appropriate general academi | c and domain-specific words and phrases | ; gather vocabulary knowledge when | considering a word or phrase | | | | | |

Grade 7: Standard 5 (w/ELA Correspondences)

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

| 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 |
| EP1. Support analyses of a ran EP4. Build and present knowle EP5. Build upon the ideas of o | re of the following content-spectrum of grade-level complex texts with eadge from research by integrating, contents and articulate his or her own ide communicate context-specific message | exts. InP.5. Determine helpful source InP.6-8. Gather and evaluate a r InP.10. Construct and critique va InP.11. Construct and critique et InP.12-14. Communicate and cri InP.15-17. Take informed action SP3. Plan and carry out investig | ange of sources. alid arguments. xplanations. tique conclusions. | |
| MP3. Construct viable argumer | ed with the following Grade 7 | | SP6. Construct explanations an SP8. Obtain, evaluate, and corr | d design solutions. |

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

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)

| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|------------|---|--|---|---|---|---|
| • i s | th prompting and supports, dentify 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 | specific speech • determi is suffici | the argument and claims made in texts or ne whether the evidence ent to support the claims cual evidence to support ysis | 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 |
| L Language | EP2. Produce clear and coher purpose, and audience.EP3. Construct valid argumen EP4. Build and present knowledge | re of the following content-spected ent writing in which the development, of the from evidence and critique the reasonedge from research by integrating, comothers and articulate his or her own ideated by the statement of the st | organization, and style are appropriate oning of others. aparing, and synthesizing ideas from tex | | InP.5. Determine helpful s InP.6-8. Gather and evalu InP.10. Construct and crit InP.12-14. Communicate | ique valid arguments. |
| Language | - | and persevere in solving them. nts and critique reasoning of others. | | | SP1. Ask questions and c SP6. Construct explanati SP7. Engage in argument SP8. Obtain, evaluate, ar | ons and design solutions. |
| w | hen engaging in tasks align | ed with the following Grade 7 E | ELA CCS Standards: | | | |
| | RI.8. Trace and evaluate the a | argument and specific claims in a text, a | assessing whether the reasoning is soun | id and the e | vidence is relevant and suf | ficient to support the claims. |
| | W.1b. Support claim(s) with lo | gical reasoning and relevant evidence, | using accurate, credible sources and de | emonstratin | g an understanding of the t | topic or text. |
| | SL.3. Delineate a speaker's ar | gument and specific claims, evaluating | the soundness of the reasoning and the | e relevance a | and sufficiency of the evide | ence. |
| | L.6. Acquire and use accurat | ely grade-appropriate general academi | c and domain-specific words and phrase | es; gather v | ocabulary knowledge wher | n considering a word or phrase |

Grade 7: Standard 7 (w/ELA Correspondences)

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

| | Level 1 | Level 1 Level 2 | | | Level 4 | Level 5 | | |
|---|--|-------------------------------|---|---|---|--|--|--|
| • | Level 1 Level 2 vith prompting and supports, with prompting and supports, use frequently occurring words and phrases • adapt language choices according to task and aud recognize the meaning of some words learned through conversations, reading, and being read to • begin to use frequently occurring general academ content-specific words an phrases in conversations a discussions | | audience | | 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 | | |
| v | When engaging in one or mo EP2. Produce clear and cohere are appropriate to the ta EP6. Use English structures to | organization, and style | 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. | | | | |
| w | | ed with the following Grade 7 | | | | este in a nour annach | | |
| | 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. | | | | | | | |

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

Grade 7: Standard 8 (w/ELA Correspondences)

| Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | | |
|---|---|--|--|---|---|--|--|
| relying on context, visual aids, | using context, visual aids, | | using context, visual aids, reference using context, reference | | using context, reference materials, | | |
| and knowledge of morphology | reference materials, and | materials, and a develo | | and an increasing knowledge of | and knowledge of English morpholog | | |
| in the native language, | knowledge of morphology in the | knowledge of English m | | English morphology, | | | |
| recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions | determine the meaning of frequently occurring words, phrases, and expressions | (e.g. affixes and roots words), determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions | | determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions | determine the meanings of gener academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) | | |
| in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about familiar t experiences, or events | opics, | in texts about a variety of topics, experiences, or events | in texts about a variety of topics, experiences, or events | | |
| EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages. MP1. Make sense of problems and persevere in solving them. | | | InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. 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. 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., <i>belligerent, bellicose, rebel</i>). 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 of figurative language, 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. | | | | | | | |

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

Grade 7: Standard 9 (w/ELA Correspondences)

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

| | | By the end of ea | ach English language proficiency lev | /el, an EL can | | |
|------------|--|---|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| | with prompting and supports, | with prompting and supports, | with guidance 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 | 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., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement | 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., <i>after a while, for example, in order to, as a result</i>) 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 mor | ı e of the following content-spec | ific practices: | | | |
| | EP2. Produce clear and coher | ent writing in which the development, | organization, and style are appropriate | lanations. | | |
| age | to task, purpose, and au | dience. | | InP.12-14. Communicate and critique conclusions. | | |
| L Language | MP1. Make sense of problems | and persevere in solving them. | | SP7. Engage in argument from ev | vidence. | |
| | | ents and critique reasoning of others. | | SP8. Obtain, evaluate, and comm | | |
| | when engaging in tasks aligned | ed with the following Grade 7 E | LA CCS Standards: | | | |
| | W.4. Produce clear and cohe | s. time frame or setting to another. e to task, purpose, and audience. descriptions, facts, details, and example | les; use appropriate eye contact, | | | |

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 <u>end</u> of eac | ch English language profici | iency level, an EL can | | | | |
|--|---|--|--|---|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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., whom, which, that), relative adverbs (e.g., where, when, subordinating conjunctions, prepositional phrases recognize phrases and claus within a sentence produce and expand simple, compound, and a few comp sentences | (eig) myschy ourservery and verses 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, | 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 | 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. | | | | | | | |
| EP English Language MP Math practice SP Science Practice InP CT Social Studies Language | MP6. Attend to precision. | MP6. Attend to precision. SP8. Obtain, evaluate, and communicate in | | | | | | |
| EP English L MP Math pr SP Science F InP CT Socia L Language | 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. | | | | | | | |

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 | | _iteracy Stan | dards | CCS ELA Standards | |
|-----------|---|------------|---------------|-----------|-------------------|------|
| | CELP Standards | RH | RST | WST | SL | L |
| 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | 8 | 8 | 1b | 3 | 6 |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 4 | 4,6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

| RH | Reading in History/Social Studies | SL | Speaking and Listening |
|-----|---|---------|------------------------|
| RST | Reading in Science and Technical Subjects | L | Language |
| WST | Writing in History/Social Studies, Science ar | nd Tech | nnical 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 . . .

| | Level 1 | Level 2 | L | evel 3 | | Level 4 | Level 5 | |
|---|---|--|---|---|--|---|---|--|
| | with prompting and supports, use | with prompting and supports, use | with guidance a | and suppo | rts, use a | use an increasing range of | use a wide range of strategies to: | |
| | a very limited set of strategies to: | an emerging set of strategies to: | developing set | of strateg | ies to: | strategies to: | | |
| SL Speaking and listening | identify a few key words and phrases in oral communications and simple written texts | words and ommunications en texts identify the main topic in oral communication and simple written texts retell a few key details 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 explain how the central idea or theme are supported by specific details summarize part of the text InP.1-4. Construct and critique | | presentations or written text explain how the central ideas/themes are supported by specific textual details | themes in oral presentations of written text • explain how the central | | | |
| ., | when engaging in one or mo | re of the following content-spe | cific practices | : | | | | |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | 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 inq 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. | | |
| L Language | . MP1.Make sense of problems and MP3. Construct viable arguments a MP7. Look for and make use of str MP8. Look for and express regular | and critique the reasoning of others. ucture | | | | SP1. Ask questions and define pro | | |
| | when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS Standards: | | | | | | | |
| | | | | | /Technical Su | 2 | | |
| | sources. RH.2 Determine the central idea provide an accurate summ opinions. RH.3 Identify key steps in a text | ace to support analysis of primary and as or information of a primary or secor lary of the source distinct from prior king 's description of a process related to h | ndary source; nowledge or istory/social | RST.2 RST.3 RST.7 | Determine t the text dist Follow preci measuremen Integrate qu | textual evidence to support analysis he central ideas or conclusions of a tr inct from prior knowledge or opinion sely a multistep procedure when car nts, or performing technical tasks. antitative or technical information er | ext; provide an accurate summary o s. rying out experiments, taking xpressed in words in a text with a | |
| | studies (e.g., how a bill becomes law, how interest rates are raised or lowered). version of RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. graph, or starts, graphs, photographs, videos, or maps) SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, q | | | | | nat information expressed visually (e. ble). | g., in a flowchart, diagram, model, | |

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 <u>end</u> of eac | h English language | oroficiency l | evel, 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 sup participate in converdiscussions, and write exchanges on familiatexts using academic specific vocabulary build on the ideas of express his or her ow ask and answer relevations add relevant information | sations, ten ir topics and and domain others vn ideas vant | 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 |
| | EP1. Support analyses of a rar EP5. Build upon the ideas of ot collaboratively. MP1. Make sense of problems | re of the following content-spec ge of grade-level complex texts with ev hers and articulate his or her own ideas and persevere in solving them. hts and critique the reasoning of others | vidence. s when working | InP.10. Const InP.11. Const InP.12-14. Co InP.15-17. Ta SP4. Analyz SP6. Constr | struct and critique questions that add truct and critique valid arguments. truct and critique explanations. communicate and critique conclusions ake informed action. e and interpret data. uct explanations and design solution , evaluate, and communicate inform | S. |
| , | WHST.6 Use technology, includin SL.1* Engage effectively in a rang ideas and expressing their o a. Come to discussions pre probe and reflect on idea | pared, having read or researched mate | writing and present the rone, in groups, and teach | elationships b her-led) with d ly draw on that | etween information and ideas clearly iverse partners on grade 7 topics, tex t preparation by referring to evidence | xts, and issues, building on others' |

- 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

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

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

| Lev | el 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 with prompting and supports, deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details | | with guidance and sup deliver short oral pre compose written nar informational texts integrate graphics or when useful use academic and do specific vocabulary include relevant genu | esentations rratives or multimedia, omain | Level 4Level 5including relevant general and specific details,including relevant details and examples to fully develop a to • deliver oral presentations• deliver oral presentations • compose written narratives or informational texts• deliver oral presentations • compose written narratives or informational texts• integrate graphics or multimedia, when useful • use academic and domain specific vocabulary• integrate graphics or multin when useful • use academic and domain specific vocabulary | | | | |
| about familiar fexts, topics, and | about familiar texts, topics, experiences, or events about familiar texts | | | | about a variety of texts, topics, a events | | | |
| when engaging in one or more of the following content-specific practices: | | | | | | | | |
| appropria MP1. Make sen | te to the task, purp se of problems and viable arguments th mathematics. | writing in which the development, org pose, and audience. d persevere in solving them. and critique the reasoning of others. | ganization, and style are | InP.9. Develo InP.10. Cons InP.11. Cons InP.12-14. C InP.15-17. T SP6. Constr | her and evaluate a range of sources. op claims and counterclaims using evid struct and critique valid arguments. struct and critique explanations. communicate and critique conclusions. take informed action. ruct explanations and design solutions n, evaluate, and communicate informa | | | |
| 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, | | | | | | | | |

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

Grade 7: Standard 4 (w/Literacy in Content Area Correspondences)

| | | Level 1 | Level 2 | ach English language proficiency l Level 3 | Level 4 | Level 5 | | |
|---|---|--|--|--|---|---|--|--|
| RL Read Literature W Writing SL Speaking and listening | •v a u a c | th prompting and supports, rerbally or nonverbally express in opinion about a familiar topic using a limited number words and phrases acquired in onversations, 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 | vith 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 | | |
| RL Re W Wr SL Spe | wł | nen engaging in one or mo | re of the following content-s | pecific practices: | | | | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | 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. | | | |
| AP Math practice P Science Practice D CT Social Studie L Language | | MP3. Construct viable argumen MP6. Attend to precision. | nts and critique reasoning of others. | SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | | | |
| SP Sc SP Sc InP C L Lar | when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS Standards: | | | | | | | |
| | | b. Support claim(s) with c. Use words, phrases, a d. Establish and maintai e. Provide a concluding SL.4* Present claims and findir | out a topic or issue, acknowledge ar logical reasoning and relevant, accu and clauses to create cohesion and c n a formal style. statement or section that follows fr gs, emphasizing salient points in a f | nd distinguish the claim(s) from alternate urate data and evidence that demonstrate clarify the relationships among claim(s), co om and supports the argument presented ocused, coherent manner with pertinent | e an understanding of the topic or text ounterclaims, reasons, and evidence. d. | , using credible sources. | | |
| | 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 | | | | | | | |

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

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

| | By the <u>end</u> o | of each English language proficie | ency 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 | answer a question gather information from a variety provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate | 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 | 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: | | | | | | | |
| EP4. Build and present known from texts.EP5. Build upon the ideas collaboratively.EP6. Use English structure | owledge from research by integrating of others and articulate his or her ow | r, comparing, and synthesizing ideas | 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. | | | | |
| | | | | 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. | | | | | | | |
| | 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 When engaging in one or not EP1. Support analyses of a EP4. Build and present know from texts. EP5. Build upon the ideas collaboratively. EP6. Use English structures MP1. Make sense of proble MP3. Construct viable argut When engaging in tasks al WHST.7 Conduct short rese that allow for mult WHST.8 Gather relevant inf paraphrase the dat | Level 1 Level 2 with prompting and supports, • conduct short individual or shared research projects to answer a question • conduct short individual or shared research projects to answer a question • gather information from a few provided sources • label collected information • gather information from provided sources • label collected information • record some data and information When engaging in one or more of the following content EP1. Support analyses of a range of grade-level complex texts v EP4. Build and present knowledge from research by integrating from texts. EP5. Build upon the ideas of others and articulate his or her ow collaboratively. EP6. Use English structures to communicate context-specific m MP1. Make sense of problems and persevere in solving them MP3. Construct viable arguments and critique the reasoning of that allow for multiple avenues of exploration. WHST.7 Conduct short research projects to answer a question (i that allow for multiple avenues of exploration. | Level 1 Level 2 Level 3 with prompting and supports, • conduct short individual or shared research projects to answer a question • with prompting and supports, • conduct short individual or shared research projects to answer a question • conduct short individual or shared research projects to answer a question • conduct short information from gather information from a few provided sources • conduct short information from a variet provided sources • label collected information • gather information from information • gather information from growided sources • gather information from growided sources • label collected information • gather information from provided sources • gather information, with labeled information, with labeled • wen engaging in one or more of the following content-specific practices: • present findings to a small or larg group in an oral or written text 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 up the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. | with prompting and supports, • conduct short individual or shared research projects to answer a question • conduct short research projects to answer a question | | | |

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

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 177

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
|--|---|--|---|--|---------------------------|--|--|
| with prompting and supports, identify a point an author or a speaker makes 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 claim cite textual evidence to support the analysis | | | |
| L Language | EP2. Produce clear and cohere appropriate to task, purp EP3. Construct valid argument EP4. Build and present knowle from texts. | re of the following content-spe ent writing in which the development, oose, and audience. ts from evidence and critique the reasc edge from research by integrating, com thers and articulate his or her own idea | organization, and style are | InP.5. Determine helpful sources to ansv InP.6-8. Gather and evaluate a range of s InP.10. Construct and critique valid argu InP.12-14. Communicate and critique co | sources. ments. | | |
| | 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 SP7. Engage in argument from evidence SP8. Obtain, evaluate, and communicat | solutions. e. | | |
| | when engaging in tasks aligned with the following Grade 7 Literacy in Content Area CCS Standards: History/Social Studies Science/Technical Studies | | | | | | |
| | | nion, and reasoned judgment in a text. | RST.8 Distinguish | among facts, reasoned judgment based n in a text. | on research findings, and | | |
| \ | 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. | | | | | | |

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

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

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

| | Level 1 Level | | ch English language pro | <u>, ,</u> | Level 4 | Level 5 |
|----------------------|--|---|--|---|---|--|
| • t a • r v | ith 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 suppo adapt language choices according to purpose, t audience use an increasing numb general academic and o specific words and phra speech and short writte show developing contr and tone in oral or writted | s and style task, and oer of content- ases in en texts ol of style | 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 |
| wl | when engaging in one or more of the following content-spec EP2. Produce clear and coherent writing in which the development, or are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages | | organization, and style | InP.1-4. Construct and critique questions that advance and frame inquir 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. | | vidence. |
| | MP4. Model with mathematics MP6. Attend to precision. | S. | | SP6. Con | questions and define problems. struct explanations and design solution ain, evaluate, and communicate inform | |
| v s | WHST.5With some guidance ar focusing on how well pSL.6*Adapt speech to a varie | ned with the following Grade 7 nd support from peers and adults, deve urpose and audience have been addre ety of contexts and tasks, demonstratir itely grade-appropriate general academ ension or expression. | elop and strengthen writing ssed. ng command of formal Engl | rea CCS Si g as needed lish when in | tandards: by planning, revising, editing, rewritin dicated or appropriate. | g, or trying a new approach, |

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

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

| rel 4 erence materials, knowledge of gy, meaning of hic and content- and phrases, and er of idiomatic ariety of topics, vents | and knowledge of English morphology,determine the meanings of general academic and content- | | | | | | |
|---|--|--|--|--|--|--|--|
| knowledge of gy, meaning of nic and content- and phrases, and or of idiomatic ariety of topics, vents | 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, | | | | | | |
| nic and content- and phrases, and r of idiomatic ariety of topics, vents | 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, | | | | | | |
| vents | in texts about a variety of topics, | | | | | | |
| stions | - | | | | | | |
| ctions | | | | | | | |
| ce. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. | | | | | | | |
| 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 Science/Technical 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., <i>belligerent, bellicose, rebel</i>). 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., <i>refined, respectful, polite, diplomatic, condescending</i>). | | | | | | | |
| e pi er o ic fi sx | d in a specific sc ics. nt, choosing flex the meaning of <i>cose, rebel</i>). Ind the pronunci st or in a dictiona | | | | | | |

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

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 180

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

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

| | Level 2 Leve | | Level 4 | Level 5 | |
|---|--|--|---|--|--|
| with prompting and supports, | with guidance and s | 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., <i>next</i>, <i>because, and, also</i>) provide a concluding statement introduce and devision informational topic facts and details explain a short sequences, process, de comparison and co analysis use common transs and phrases to cor ideas, and opinion while, for example as a result) | | 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) | | 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 transitiona words and phrases to show logical relationships between events and ideas provide a concluding section | |
| rent writing in which the development | - | | | | |
| | | | | | |
| ents and critique reasoning of others. cs. | | SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | | |
| ed with the following Grade 7 | Literacy in Conte | nt Area CCS Si | tandards: | | |
| aried transitions to create cohesion an erent writing in which the developmer | nd clarify the relations nt, organization, and s | ships among idea style are appropr | s and concepts. iate to task, purpose, and audience. | es; use appropriate eye contact, | |
| | 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 re of the following content-spe rent writing in which the development task, purpose, and audience. s and persevere in solving them. ents and critique reasoning of others. cs. ed with the following Grade 7 nd clauses to create cohesion and claria aried transitions to create cohesion are erent writing in which the development | 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., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement use common tran and phrases to co- ideas, and opinion <i>while</i>, <i>for exampl as a result</i>) provide a concluding statement provide a concluding statement, organization, and task, purpose, and audience. and persevere in solving them. ents and critique reasoning of others. ded with the following Grade 7 Literacy in Contee and clauses to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitions to create cohesion and clarify the relationships a aried transitio | 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 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 an informational topic explain a brief sequence of events, process, description, or compare and contrast explain a short sequence of events, process, description, comparison and contrast, or analysis use some commonly occurring linking words (e.g., <i>next</i>, <i>because, and, also</i>) provide a concluding statement use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a concluding statement provide a concluding statement | |

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

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 <u>end</u> of eac | h English language proficiency | y level, an EL can | | | |
|---|---|--|---|---|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| RL Read Literature W Writing e SL Speaking and listening | 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 | | |
| 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. | | | |
| MP Math pr SP Science F nP CT Socia L Language | MP6. Attend to precision. | | | SP8. Obtain, evaluate, and communica | te information. | | |
| _ 0, | 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 his | tory/social studies and science/technic | cal 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 | | Correspond | ing CCS for EL | A Standards | |
|-----------|---|------------|------------|------------------|-------------|------|
| | | | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 |
| <u>Z</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4, 6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

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

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 . . .

| ľ | | By the <u>end</u> of ea | ach English language proficiency | level, an EL can | |
|--|--|--|--|--|---|
| ļ | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | with prompting and supports, use a very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to: | use a wide range of strategies to: |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | identify a few key words and phrases in oral communications and simple written texts | identify the main topic in oral communication and simple written texts retell a few key details | 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 | 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 | 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 |
| SL & RI | when engaging in one or mo | re of the following content-spe | ecific practices: | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. 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. | | | InP.1-4. Construct and critique que InP.5. Determine helpful sources to InP.6-8. Gather and evaluate a rang InP.9. Develop claims and countero InP.10. Construct and critique valid InP.11. Construct and critique expla SP1. Ask questions and define prob | ge of sources. claims using evidence. d arguments. Janations. |
| | | ed with the following Grade 8 | ELA CCS Standards: | | |
| | LiteratureInformational TextRL.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 text, includin 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 ideas, or eveRL.7. Analyze the extent to which a filmed or live production of a story or drama staysRI.7. Evaluate the | | | entral idea of a text and analyze its dev its relationship to supporting ideas; pr text makes connections among and di ts (e.g., through comparisons, analogie dvantages and disadvantages of using leo, multimedia) to present a particula ell as inferences drawn from the text. | rovide an objective summary of istinctions between individuals, es, or categories). different mediums (e.g., print or |
| | | | nd formats (e.g., visually, quantitatively, | | , social, commercial, political) |

Grade 8: Standard 2 (w/ELA Correspondences)

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

EP English Language arts practice

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 guestions . . .

| 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-spe | cific 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. | | | Analyze and interpret data. Construct explanations and design so Obtain, evaluate, and communicate in | | |

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

Grade 8: Standard 3 (w/ELA Correspondences)

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| | · · · · | | | - | y level, an EL can | • |
|--|--|--|---|--|---|---|
| | communicate basic information using words and phrases acquired in conversations, reading, and being read to deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details | | Level | 3 | Level 4 | Level 5 |
| SL Speaking and listening | | | 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 | | 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 | 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 |
| peakii | about familiar texts, topics, and experiences | about familiar texts, topics, experiences, or events | specific details | onics or events | about a variety of texts, topics, and events | about a variety of texts, topics, and events |
| SLS | when engaging in one or m | , | about familiar texts, t | opics, or events | | |
| InP CT Social Studies Inquiry Practice L Language | when engaging in one or more of the following content-specific pract EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, an style are appropriate to the task, purpose, and audience. 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. | | | : 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. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information. | | |
| | W.2. Write informative/explanatory a. Introduce a topic clearly, presented a when useful to b. Develop the topic with relection of the topic words and phrases with the topic words and phrases. b. Use precise words and phrases words and phrases with the topic words and phrases. | reviewing what is to follow; organize ide aiding comprehension. want, well-chosen facts, definitions, cond I transitions to create cohesion and clarid lomain-specific vocabulary to inform abo rmal style. ment or section that follows from and su al or imagined experiences or events usi ler by establishing a context and point of such as dialogue, pacing, description, and words, phrases, and clauses to convey se ases, relevant descriptive details, and set ollows from the narrated experiences or mphasizing salient points in a focused, co | eas, concepts, and informa as, concepts, and informa crete details, quotations, c fy the relationships among out or explain the topic. upports the information or ng effective technique, rel f view and introducing a na d reflection, to develop exp equence, signal shifts from nsory language to capture events. | tion through the sel tion into broader ca or other information g ideas and concepts explanation present evant descriptive de arrator and/or chara periences, events, a one time frame or so the action and conv | ted. etails, and well-structured event sequences. acters; organize an event sequence that unfo nd/or characters. setting to another, and show the relationship | graphics (e.g., charts, tables), and Ids naturally and logically. Is among experiences and events. |

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

Grade 8: Standard 4 (w/ELA Correspondences)

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
|---|---|--|--|---|---|--|
| • \ a u a | th prompting and supports, verbally or nonverbally express on 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 | |
| w | | re of the following content-s | - | e to InP.9. Develop claims and cou | nterclaims using evidence | |
| | task, purpose, and audier EP3. Construct valid argument EP5. Build upon the ideas of o | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Construct valid arguments from evidence and critique the reasoning of others. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. Use English structures to communicate context-specific messages. | | InP.15-17. Take informed actio | - | |
| | MP3. Construct viable argumer MP6. Attend to precision. | nts and critique reasoning of others. | | SP7. Engage in argument from | SP4. Analyze and interpret data.SP7. Engage in argument from evidence.SP8. Obtain, evaluate, and communicate information. | |
| w | | ed with the following Grade | | | | |
| | a. Introduce claim(s), ack b. Support claim(s) with I c. Use words, phrases, and d. Establish and maintain | logical reasoning and relevant evide nd clauses to create cohesion and cl | n(s) from alternate or opposing claims, an ence, using accurate, credible sources and larify the relationships among claim(s), co | demonstrating an understanding of t | • , | |
| SL.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and v appropriate eye contact, adequate volume, and clear pronunciation. | | | | | rell-chosen details; use | |
| | L.6. Acquire and use accurate important to comprehense | | mic and domain-specific words and phras | ses; gather vocabulary knowledge whe | n considering a word or phrase | |

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 . . .

| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|---|--|---------|--|---|---|---|
| W Writing SL Speaking and listening | 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 gather engaging in one or more of the following contract of the following contrac | | 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 |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | when engaging in one or more of the following content-specific practice 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 workin collaboratively. EP6. Use English structures to communicate context-specific messages. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. | | | InP.6-8 InP.10. InP.11. InP.12- InP.15- SP3. P SP6. C | Determine helpful sources to answer qu B. Gather and evaluate a range of source . Construct and critique valid arguments . Construct and critique explanations. -14. Communicate and critique conclusio -17. Take informed action. Plan and carry out investigations. Construct explanations and design soluti Dbtain, evaluate, and communicate info | s. ons. ons. |

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)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
|-------------|--|---|---|---|---|--|
| • | th 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 | |
| w | hen engaging in one or me | ore of the following content-spe | ecific practices: | I | I | |
| | 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. | | |
| r raiiguage | 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. | | |
| w | hen engaging in tasks alig | ned with the following Grade 8 | ELA CCS Standards: | | | |
| | RI.8. Delineate and evaluate the irrelevant evidence is intro | • | t, assessing whether the reasoning is so | ound and the evidence is relevant and s | sufficient; recognize when | |
| | 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 accuratel | y grade-appropriate general academic a ion or expression. | s; gather vocabulary knowledge when | considering a word or phrase | | |

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 189

Grade 8: Standard 7 (w/ELA Correspondences)

| | | | ch English language profi | | | | |
|---|---|---|---|---|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| | with prompting and supports, | with prompting and supports, | with guidance and supports, | | | | |
| W Writing SL Speaking and listening | use frequently occurring words and phrases recognize the meaning of some words learned through conversations, reading, and being read to | 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 | adapt language choices an according to purpose, task audience use an increasing number general academic and com specific words and phrases speech and short written t show developing control o and tone in oral or written | and according to purpose, task, a audience use a wide range of general academic and content-specif academic words and phrases maintain consistency in style tone throughout most of ora | according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas | | |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | when engaging in one or more of the following content-specific practices: | | | | | | |
| ry Pr | appropriate to the task, | rent writing in which the developmen | t, organization, and style are | , organization, and style are InP.1-4. Construct and critique questions that advance and InP.9. Develop claims and counterclaims using evidence. | | | |
| nqui | | o communicate context-specific mess | ages. | InP.10. Construct and critique valid arguments. | | | |
| ce dies | - | | - | InP.11. Construct and critique valuarg | | | |
| Practi I Stu | | | | | 12-14. Communicate and critique conclusions. | | |
| nce F Socia uage | | | | InP.15-17. Take informed action. | | | |
| SP Science Practice InP CT Social Studies L Language | MP4. Model with mathematics. | | | SP1. Ask questions and define problems. | | | |
| L II SP | MP6. Attend to precision. | MP6. Attend to precision. | | | SP6. Construct explanations and design solutions. | | |
| | | | | SP8. Obtain, evaluate, and communication | ite information. | | |
| | when engaging in tasks aligr | ned with the following Grade 8 | 8 ELA CCS Standards: | | | | |
| | W.5. With some guidance and | d support from peers and adults, deve | elop and strengthen writing as | needed by planning, revising, editing, rev | vriting, or trying a new approach, | | |
| | focusing on how well nu | rpose and audience have been addre | ssed | | | | |

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

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)

| Level 1 | Level 2 | | Level 3 | Level 4 | Level 5 | |
|---|--|---|---|--|---|--|
| relying on context, visual aids, | using context, visual aids, | using | context, visual aids, | using context, reference materials, | using context, reference materials | |
| and knowledge of morphology in | reference materials, and | refere | nce materials, and a | and an increasing knowledge of | and knowledge of English | |
| the native language, | knowledge of morphology in the | develo | oping knowledge of English | English morphology, | morphology, | |
| recognize the meaning of a few frequently occurring words and phrases, and formulaic determine the meaning of frequently occurring words, phrases, and expressions | | • dete gene spec | ermine the meaning of eral academic and content- cific words and phrases and | determine the meaning of general academic and content- specific words and phrases, and a growing number of idiomatic expressions | determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative | |
| expressions in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | frequently occurring expressions in texts about familiar topics, experiences, or events | | in texts about a variety of topics, experiences, or events | language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events | |
| | of grade-level complex texts with evid | | ractices: | irces to answer questions. | | |
| | mmunicate context-specific messages | | InP.6-8. Gather and evaluate a range of sources. | | | |
| MP1. Make sense of problems an | d persevere in solving them. | | SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information. | | | |
| when engaging in tasks aligr | ned with the following Grade 8 | ELA CO | CS Standards: | | | |
| figurative and connotative r | words and phrases as they are used in neanings; analyze the impact of speci ding analogies or allusions to other te: | fic word | choices figurative, co | e meaning of words and phrases as th nnotative, and technical meanings; and on meaning and tone, including analo | alyze the impact of specific | |
| a. Use context (e.g., the ov b. Use common, grade-app | erall meaning of a sentence or paragra ropriate Greek or Latin affixes and roo | aph; a wo ots as clu | ord's position or function in a s es to the meaning of a word (e | reading and content, choosing flexibly entence) as a clue to the meaning of a e.g., precede, recede, secede). orint and digital, to find the pronunciat | word or phrase. | |

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

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)

| | | h English lang | uage proficiency l | evel, an EL can | | | | |
|---|--|---|--|----------------------------|--|--|--|--|
| | Level 1 | Level 2 | L | evel 3 | Level 4 | Level 5 | | |
| | with prompting and supports, | with prompting and supports, | with guidance and supports, | | | | | |
| RL Read Literature W Writing actice SL Speaking and listening | 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 | 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., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement | facts and det. explain a sho events, proce comparison a analysis use common and phrases t ideas, and op while, for exa a result) | l topic with a few ails | 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 | | |
| quiry Pro | when engaging in one or more of the following content-specific practices: | | | | | | | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and cohere and style are appropriate MP1. Make sense of problems MP3. Construct viable argumer MP4. Model with mathematics. | organization, InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | | | | | |
| R P F | when engaging in tasks aligne | | LA CCS Stand | ards: | | | | |
| | 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 relati 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 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. | | | | | | | |

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

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 . . .

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|--|---|---------|---|---|
| • ree nu no • un | prompting and supports, cognize and use a small imber of frequently occurring ouns, noun phrases, and verbs iderstand and respond to nple questions | with prompting and supports, use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences recognize phrases and clauses within a sentence produce and expand simple, compound, and a few complex sentences | | use an increasing nur intensive/reflexive pr (e.g., myself, ourselve verbs in the active ar voices recognize and explain function on phrases a within a sentence recognize and correc misplaced and dangli modifiers produce and expand compound, and comp sentences | mber of ronouns• use intensive/reflexive pronour • use verbs in the active and passive voicesand nd passive• place phrases and clauses withit a sentencen the and clauses• recognize and correct misplace and dangling modifiers• (at Grade 8) use verbals (e.g. gerunds, participles, and infinitives)• produce and expand simple, compound, and complex |
| who | EP2. Produce clear and co task, purpose, and a EP6. Use English structure | bre of the following content-spee herent writing in which the developme udience. es to communicate context- specific me | | Communicate and critique conclusions. | |
| | MP6. Attend to precision. | | | SP8. Obtair | n, 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. | | | | | |

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.

| | CELD Standards | CCS | _iteracy Stan | dards | CCS ELA Standards | |
|-----------|---|------------|---------------|-----------|-------------------|------|
| | CELP Standards | RH | RST | WST | SL | L |
| 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | 8 | 8 | 1b | 3 | 6 |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 4 | 4,6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

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

| Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | | |
|---|---|---|--|--|---|--|--|
| vith prompting and supports, use very limited set of strategies to: | with prompting and supports, use an emerging set of strategies to: | with guidance and sup developing set of stra | • | use an increasing range of strategies to: | use a wide range of strategies to: | | |
| identify a few key words and phrases in oral communications and simple written texts | identify the main topic in oral communication and simple written texts retell a few key details | determine the cent theme in simple ora presentations or wr explain how the cen theme is supported details summarize part of t | l itten text tral idea or by specific | 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 | determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text | | |
| when engaging in one or more of the following content-specific practices: | | | | | | | |
| EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. | | | 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. SP1. Ask questions and define problems. | | | | |
| MP3. Construct viable arguments ar MP7. Look for and make use of strue MP8. Look for and express regularit | cture. | | | | | | |
| when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards: | | | | | | | |
| sources. RH.2 Determine the central ideas provide an accurate summa opinions. RH.3 Identify key steps in a text's studies (e.g., how a bill becc lowered). | e to support analysis of primary and s s or information of a primary or secon ry of the source distinct from prior kn description of a process related to hi omes law, how interest rates are raise h (e.g., in charts, graphs, photographs, | secondary RST.1 RST.2 dary source; nowledge or RST.3 story/social RST.7 ed or | Determine the the text disti Follow precise measurement Integrate qua | textual evidence to support analysis on the central ideas or conclusions of a text nct from prior knowledge or opinions sely a multistep procedure when carry nts, or performing technical tasks. antitative or technical information exp at information expressed visually (e.g | xt; provide an accurate summary of , ring out experiments, taking pressed in words in a text with a | | |

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 | ^f each English language profic | iency level, an EL can | |
|--|---|---|--|--|
| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| Level 1 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 | Level 2 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 | Level 3 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 | Level 4 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 | Level 5 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 |
| questions and some wh- questions | | add relevant information | | • 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. | InP.1-4. Construct and critique questions that advance and frame inquiry |
|---|--|
| EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | 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. | SP4. Analyze and interpret data. |
| MP3. Construct viable arguments and critique the reasoning of others. | SP6. Construct explanations and design solutions. |
| 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:

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

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

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

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| | By the <u>end</u> of eac | ch English langua | ige proficiency l | evel, an EL can | | | |
|---|--|--|---|--|---|--|--|
| Level 1 | Level 2 | Leve | el 3 | Level 4 | Level 5 | | |
| with prompting and supports, communicate basic information using words and phrases acquired in conversations, reading, and being read to | with prompting and supports, deliver short oral presentations compose written narratives or informational texts use academic and domain | 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 | | including relevant general and specific details, deliver oral presentations compose written narratives or informational texts | including relevant details and examples to fully develop a topic, deliver oral presentations compose written narratives or informational texts | | |
| | specific vocabulary • include key details | | | integrate graphics or multimedia, when useful use academic and domain specific vocabulary | integrate graphics or multimedia, when useful use academic and domain specific vocabulary | | |
| about familiar texts, topics, and experiences | experiences or events avants | | | about a variety of texts, topics, and events | about a variety of texts, topics, and events | | |
| | e of the following content-spece f grade-level complex texts with evide | | I | t and critique questions that advance a | | | |
| EP2. Produce clear and coherent w are appropriate to the task, p | EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. | | | 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. | | | |
| EP1.Support analyses of a range of grade-level complex texts with evidence.InP.1-4. Construct and critique questions that advance and InP.6-8. Gather and evaluate a range of sources.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 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.MP4.Model with mathematics.MP6.Attend to precision. | | | | | | | |
| | ed with the following Grade 8 L natory texts, including the narration of | | | | | | |
| a. Introduce a topic clear formatting (e.g., head formatting (e.g., head b. Develop the topic with c. Use appropriate and d. Use precise language e. Establish and maintai | | anize ideas, concepts nd multimedia when ons, concrete details and clarify the relatic form about or explain | , and information in useful to aiding co , quotations, or oth onships among idea n the topic. | nto broader categories as appropriate t mprehension. ler information and examples. s and concepts. | to achieving purpose; include | | |
| - | , emphasizing salient points in a focus me, and clear pronunciation. | ed, coherent manne | r with relevant evid | lence, sound valid reasoning, and well- | chosen details; use appropriate | | |
| * Strongly applies to literacy in histo | ory/social studies and science/technic | al subjects | | | | | |

Grade 8: Standard 4 (w/Literacy in Content Area Correspondences)

| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
|--|---|--|--|---|---|--|
| | 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 | a claim about a familiar construct a claim about familiar topics, texts, or events introduce the topic provide several supporting reasons or facts in a logical variety of topics, texts, or events introduce the topic provide several supporting reasons or facts in a logical | | 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 m | ore of the following content-spe | cific practices: | | | |
| InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. MP3.Construct viable arguments and critique reasoning of others. MP6.Attend to precision. | | | | InP.15-17. Take informe SP4. Analyze and inte SP7. Engage in argun | erpret data. |
| | when engaging in tasks alig | ned with the following Grade 8 | Literacy in Content Area CCS S | Standards: | | |
| | a. Introduce clair evidence logic b. Support claim credible sourc c. Use words, ph d. Establish and r e. Provide a cond SL.4* Present claims a details; use appr L.6 Acquire and use | s) with logical reasoning and relevan | edge and distinguish the claim(s) for nt, accurate data and evidence that n and clarify the relationships among lows from and supports the argum nts in a focused, coherent manner ne, and clear pronunciation. al academic and domain-specific v | at demonstr ong claim(s) ment presen with releva | rate an understanding , counterclaims, reaso ited. ant evidence, sound va | of the topic or text, using ns, and evidence. lid reasoning, and well-chosen |

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

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|---|--|---|---|
| condustant share answe gathe few p | ompting and supports, uct short individual or d research projects to er a question r information from a rovided sources 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 EP EP | Support analyses of a Build and present kno texts. Build upon the ideas o Use English structures | of others and articulate his or he s to communicate context-specif | xts with evidence. ating, comparing, and synthesizing ideas r own ideas when working collaborativel ic messages. | y. InP.10. Construct and critiqu InP.11. Construct and critiqu InP.12-14. Communicate and InP.15-17. Take informed act | a range of sources. e valid arguments. e explanations. l critique conclusions. ion. |
| | • | ms and persevere in solving ther ments and critique the reasoning | | SP3. Plan and carry out inve SP6. Construct explanations SP8. Obtain, evaluate, and o | and design solutions. |

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

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

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

Grade 8: Standard 6 (w/Literacy in Content Area Correspondences)

| | | By the <u>end</u> of eac | h English language profici | ency level, an EL can | | |
|--|---|---|---|--|---|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| w Need Literature W Writing SL Speaking and listening | 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 aur or a speaker makes distinguish between claims are supported by reasons ar evidence from those that ar | determine whether the evidence is sufficient to support the claims cite textual evidence to support | 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 | |
| RLRe W Wr SLSpe | when engaging in one or mo | re of the following content-spe | cific practices: | | | |
| La tributo tanguage and proceed MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and coherent writing in which the development, organization, and sty 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 synthesi ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. | | ning of others. paring, and synthesizing | 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. 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 align | ed with the following Grade 8 L | iteracy in Content Area C | CS Standards: | | |
| | History/Social Studies Science/Technical Studies RH.8 Distinguish among fact, opinion, and reasoned judgment in a text. RST.8 Distinguish among facts, reasoned judgment based on research findings speculation in a text. | | | | | |
| | | | | strate an understanding of the topic or text | - | |
| | evidence is introduced. | | - | nd relevance and sufficiency of the evidence | | |
| | L.6 Acquire and use accurately important to comprehensi | | and domain-specific words and | ohrases; gather vocabulary knowledge whe | n considering a word or phrase | |
| | * Strongly applies to literacy in hi | story/social studies and science/techni | cal subjects | | | |

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

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
|---|---|---|--|---|--|--|--|
| W Writing SL Speaking and listening | 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- with guidance and supports, adapt language choices and style according to purpose, task, and audience use an increasing number of | | and use a wide range of ge academic and content academic words and p maintain consistency i tone throughout most written text | according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas | | |
| SP Science Practice InP CT Social Studies Inquiry Practice L Language | when engaging in one or more of the following content-specific practices: | | organization, and style InP es. InP InP InP InP SP1 SP6 | 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. SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information | | | |
| | WHST.5With some guidance focusing on how weSL.6*Adapt speech to a vaL.6*Acquire and use acc important to compresent | I purpose and audience have been addr ariety of contexts and tasks, demonstrat | iteracy in Content Area (velop and strengthen writing a ressed. ing command of formal English emic and domain-specific word | CCS Standards: needed by planning, revising, edi when indicated or appropriate. | iting, rewriting, or trying a new approach, knowledge when considering a word or phrase | | |

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

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

| | | By the <u>end</u> of eac | ch English language proficiency level, an EL can | | | | | |
|--|---|--|---|---|--|---|--|--|
| | Level 1 | Level 2 | Leve | 3 | Level 4 | Level 5 | | |
| | relying on context, visual aids, and knowledge of morphology in the native language, | using context, visual aids, reference materials, and knowledge of morphology in the native language, | materials, and a developing knowledge of English morphology | | using context, reference materials, and an increasing knowledge of English morphology, | using context, reference materials, and knowledge of English morphology, | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | recognize the meaning of a few frequently occurring words and phrases, and formulaic expressions | determine the meaning of frequently occurring words, phrases, and expressions | (e.g. affixes and roots words), determine the meaning of general academic and content- specific words and phrases and frequently occurring expressions | | determine the meaning of general academic and content- specific words and phrases, and a growing number of idiomatic expressions | determine the meanings of general academic and content- specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, | | |
| Read Inforr Read Litera Writing Speaking ar | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | | in texts about a variety of topics, experiences, or events | personification) in texts about a variety of topics, experiences, or events | | |
| RI W | when engaging in one or more of the following content-specific practices: | | | | | | | |
| .tice Practice | 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. | | | | |
| e arts prac | MP1. Make sense of problems and persevere in solving them. | | | SP1. Ask questions and define problems.SP8. Obtain, evaluate, and communicate information. | | | | |
| iguage ctice actice Studie | when engaging in tasks aligned with the following Grade 8 Literacy in Content Area CCS Standards: | | | | | | | |
| a) 1000 structure a) 1000 structure b) | | | | | | | | |
| | 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., <i>precede, recede, secede</i>). 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., <i>bullheaded, willful, firm, perbetween particular words to better understand each of the words</i>. | | | | | | olute). Use the relationship | | |
| | * Strongly applies to literacy in hist | cory/social studies and science/technica | Il subjects | | | | | |

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

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 202

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

| | | evel, an EL can | | | | | |
|---|---|--|--|---|--|--|--|
| | Level 1 | Level 2 | Le | evel 3 | Level 4 | Level 5 | |
| | with prompting and supports, | with prompting and supports, | with guidance a | and supports, | | | |
| cice RI Read Informational Text RL Read Literature W Writing ractice SL Speaking and listening | 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 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 | | 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., <i>after a while, for example, in order to, as a result</i>) 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 | |
| arts practice Inquiry Practice | | re of the following content-spe | - | | | | |
| nguage ctice actice Studies | | rent writing in which the development, te to task, purpose, and audience. | , organization, | anization, InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Pract L Language | | MP1.Make sense of problems and persevere in solving them.SP7.MP3. Construct viable arguments and critique reasoning of others.SP8. | | | SP7. Engage in argument from evidence.SP8. Obtain, evaluate, and communicate information. | | |
| | when engaging in tasks aligr | ned with the following Grade 8 | Literacy in Co | ntent Area CCS St | andards: | | |
| | WHST.2cUse appropriate aWHST.4Produce clear andSL.4*Present claims and fi appropriate eye cont | es, and clauses to create cohesion and on nd varied transitions to create cohesion coherent writing in which the develop indings, emphasizing salient points in a tact, adequate volume, and clear pronu of contexts and tasks, demonstrating c | n and clarify the r ment, organizatio focused, coherer unciation. | relationships among io on, and style are appr nt manner with releva | deas and concepts. opriate to task, purpose, and audience ant evidence, sound valid reasoning, an | 2. | |
| | * Strongly applies to literacy in | history/social studies and science/tech | nnical subjects | | | | |

| | By the <u>end</u> of each English language proficiency level, an EL can | | | | | | |
|--|--|---------------------------------|---|--|---|--|--|
| | Level 1 | Level 2 | Leve | 13 | Level 4 | Level 5 | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | with prompting and supports,with prompting and supports,with guidance• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs• use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases• use relative whom, wh adverbs (e subordinat | | with guidance and use relative pron whom, which, the adverbs (e.g., wh subordinating co prepositional phe recognize phrase within a sentence produce and exp compound, and a sentences | ouns (e.g., who, at), relative here, when, why), njunctions, and rases is and clauses e and simple, | 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 | |
| tice | when engaging in one or mor | e of the following content-spe | cific practices: | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. InP.12 EP6. Use English structures to communicate context- specific messages. MP6. Attend to precision. | | | | nunicate and critique conclusions. | | |
| ^o English Lar P Math prao ^o Science Pra P CT Social S Language | | | | | SP8. Obtain, evaluate, and communicate information. | | |
| EP En MP N SP Sci InP C | when engaging in tasks aligne | ed with the following Grade 8 L | iteracy in Conter | nt Area CCS Sta | ndards: | | |
| | 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 | | | | | | |

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

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 | | Correspond | ing CCS for EL | A Standards | |
|-----------|---|------------|------------|------------------|-------------|------|
| | | | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4, 6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

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

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 . . .

| | | By the <u>end</u> of ea | ch English language proficiency | ı 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: | with prompting and supports, use an emerging set of strategies to: | with guidance and supports, use a developing set of strategies to: | use an increasing range of strategies to:determine two central ideas or | use a wide range of strategies to:determine central ideas or |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | identify a few key words and phrases in oral communications and simple oral and written texts | identify the main topic retell a few key details in oral presentations and simple oral and written texts explain how details support the main topic determine the central idea or theme in oral presentations and written texts explain how details support the main topic developed by specific details in the texts | | themes in oral presentations and written textsthemes in presen written texts• analyze the development of the themes/ideas• analyze the development themes/ideas• cite specific details and evidence from the texts to support the analysis• cite specific details evidence from th support the analysis | themes in presentations and written textsanalyze the development of the |
| e ctice | when engaging in one or mo | re of the following content-spe | cific practices: | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP3. Construct valid arguments fr EP4. Build and present knowledge EP5. Build upon the ideas of othe MP1. Make sense of problems and | and critique the reasoning of others. ucture. | 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. SP1. Ask questions and define problems | | |
| | | ed with the following Grades 9 | -10 ELA CCS Standards: | · | |
| | Literature Inform 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. RL.3. Analyze how complex characters (e.g., those with multiple or conflicting advance the plot or develop the theme. RI.3. RL.7. Analyze the representation of a subject or a key scene in two different artistic RI.7. | | | central idea of a text and analyze its devel ng how it emerges and is shaped and refine mmary of the text. If the author unfolds an analysis or series of ch the points are made, how they are intro that are drawn between them. ous accounts of a subject told in different n and multimedia), determining which detail as inferences drawn from the text. | d by specific details; provide an ideas or events, including the duced and developed, and the nediums (e.g., a person's life story Is are emphasized in each |

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

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

Inquiry Practice

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

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 <u>enc</u> | <u>l</u> of each English language pi | oficiency level, an EL can | |
|------------|--|--|--|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | vith 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 academ 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 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 |
| L Language | EP1. Support analyses of a EP5. Build upon the ideas o collaboratively. | more of the following cont range of grade-level complex tex of others and articulate his or her ems and persevere in solving ther e arguments. | xts with evidence. own ideas when working | InP.1-4. Construct and critique questions InP.10. Construct and critique valid argur InP.11. Construct and critique explanatio InP.12-14. Communicate and critique cor InP.15-17. Take informed action. SP4. Analyze and interpret data. SP6. Construct explanations and design SP8. Obtain, evaluate, and communicate | nents. ns. nclusions. solutions. |
| | when engaging in tasks al W.6. Use technology, includin information and to displision SL.1. Initiate and participate end building on others' ideas a. Come to discussions participate to see to see to see to see and deadlines, and in c. Propel conversations discussion; and clarify d. Respond thoughtfully | g the Internet, to produce, publis ay information flexibly and dynan iffectively in a range of collaborat and expressing their own clearly prepared, having read and researd timulate a thoughtful, well-reaso et rules for collegial discussions an dividual roles as needed. by posing and responding to que y, verify, or challenge ideas and co | nically. ive discussions (one-on-one, in gro and persuasively. ched material under study; explicit ned exchange of ideas. nd decision-making (e.g., informal stions that relate the current discu onclusions. ize points of agreement and disagn | ds: writing products, taking advantage of tech ups, and teacher-led) with diverse partner y draw on that preparation by referring to consensus, taking votes on key issues, pres | nnology's capacity to link to other rs on grades 9–10 topics, texts, and issues, o evidence from texts and other research on sentation of alternate views), clear goals |

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

| | | В | y the <u>end</u> of each Er | nglish language profic | iency level, an EL can | |
|--|--|--|--|---|--|---|
| | Level 1 | Level 2 | Le | evel 3 | Level 4 | Level 5 |
| tional Text re listening | 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, | | 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 | 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 |
| eratu and | · · · · | | topics, or events | | events | l |
| EP English Language arts practice RI Read Informational Text MP Math practice RL Read Literature SP Science Practice W Writing InP CT Social Studies Inquiry Practice SL Speaking and listening L Language | EP1. Support analyses of a EP2. Produce clear and col style are appropriate MP1. Make sense of proble MP3. Construct viable argum MP6. Attend to precision. when engaging in tasks W.2. Write informative/exp a. Introduce a topic; when useful to aid b. Develop the topic topic. c. Use appropriate an d. Use precise langua e. Establish and main f. Provide a concludi W.3. Write narratives to de a. Engage and orient of experiences or o b. Use narrative tech c. Use a variety of te d. Use precise words e. Provide a conclusio SL.4. Present information, | organize complex ideas, concepts, and ing comprehension. with well-chosen, relevant, and suffici nd varied transitions to link the major age and domain-specific vocabulary to tain a formal style and objective tone ng statement or section that follows f velop real or imagined experiences or the reader by setting out a problem, s events. niques, such as dialogue, pacing, desc chniques to sequence events so that t and phrases, telling details, and sense on that follows from and reflects on w | th evidence. ent, organization, and ers. ades 9–10 ELA CCS and complex ideas, concept d information to make im ent facts, extended defir sections of the text, crea manage the complexity while attending to the n rom and supports the inf events using effective te situation, or observation, ription, reflection, and m hey build on one anothe bry language to convey a that is experienced, obse | InP.1-4. Construct and cr InP.6-8. Gather and evalue InP.9. Develop claims an InP.10. Construct and cri InP.11. Construct and cri InP.12-14. Communicate InP.15-17. Take informed SP6. Construct explana SP8. Obtain, evaluate, SP8. | d counterclaims using evidence. tique valid arguments. tique explanations. and critique conclusions. d action. tions and design solutions. and communicate information. ind accurately through the effective selection, c istinctions; include formatting (e.g., headings), otations, or other information and examples ap e relationships among complex ideas and conce the discipline in which they are writing. resented (e.g., articulating implications or the si ils, and well-structured event sequences. le point(s) of view, and introducing a narrator a p experiences, events, and/or characters. le. ences, events, setting, and/or characters. | organization, and analysis of content. graphics (e.g., figures, tables), and multimedia opropriate to the audience's knowledge of the pts. ignificance of the topic). ind/or characters; create a smooth progression |

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

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

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

| | By the end o | of each English language proficie | ncy level, an | EL can | | |
|---|---|---|--|--|---|--|
| Level 1Level 2with 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 towith 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 | | Level 3 | | Level 4 | Level 5 | |
| | | 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 mo | ore of the following content | t-specific practices: | | | | |
| EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages. | | | | | | |
| MP3. Construct viable argume MP6. Attend to precision. | ents and critique reasoning of othe | SP7. Engage in argume | | | | |
| when engaging in tasks alig | ned with the following Grad | des 9–10 ELA CCS Standards: | | | | |
| a. Introduce precise claim(counterclaims, reasons, b. Develop claim(s) and cou knowledge level and cor c. Use words, phrases, and and between claim(s) and d. Establish and maintain a | s), distinguish the claim(s) from al and evidence. unterclaims fairly, supplying evide ncerns. clauses to link the major sections id counterclaims. formal style and objective tone w | hile attending to the norms and conven | an organizatior ngths and limit r the relationsh ntions of the di | that establishes clear relations of both in a manne ations of both in a manne ips between claim(s) and scipline in which they are | er that anticipates the audience's reasons, between reasons and evidence, | |
| | gs, and supporting evidence clearl propriate to purpose, audience, a | ly, concisely, and logically such that liste nd task. | ners can follow | v the line of reasoning an | d the organization, development, | |
| L.6. Acquire and use accurately demonstrate independence | | | | | at the college and career readiness level; | |

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

Grades 9-10: Standard 5 (w/ELA Correspondences)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
|--|--|--|---|--|---|--|
| MP Math practice RL Read Literature SP Science Practice W Writing InP CT Social Studies Inquiry Practice SL Speaking and listening L Language | 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. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. | | | InP.5. Determine helpful sources to a InP.6-8. Gather and evaluate a range InP.10. Construct and critique valid a InP.11. Construct and critique explan InP.12-14. Communicate and critique InP.15-17. Take informed action. SP3. Plan and carry out investigatior SP6. Construct explanations and des | of sources. rguments. ations. conclusions. | |
| | 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. | | | | | |

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems ...

Grades 9-10: Standard 6 (w/ELA Correspondences)

| | | Level 2 | h English language proficiency l Level 3 | | | | | |
|--|--|---|--|--|---|--|--|--|
| | Level 1 | | | Level 4 | Level 5 | | | |
| • | with prompting and supports, identify a point an author or a speaker makes 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 | | | |
| w | when engaging in one or more of the following content-specific practices: | | | | | | | |
| | | ent writing in which the development, a | to InP.5. Determine helpful source | InP.5. Determine helpful sources to answer questions. | | | | |
| | task, purpose, and audie | | InP.6-8. Gather and evaluate a | InP.6-8. Gather and evaluate a range of sources. | | | | |
| | | ts from evidence and critique the reaso | InP.10. Construct and critique | InP.10. Construct and critique valid arguments. | | | | |
| | 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.12-14. Communicate and o | critique conclusions. | | | |
| | | | | | | | | |
| | | and persevere in solving them. | SP1. Ask questions and define | | | | | |
| | MP3. Construct viable argume | MP3. Construct viable arguments and critique reasoning of others. | | | 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 wo level; demonstrate independence in gathering vocabulary knowledge | | | | | | | | |

Grades 9-10: Standard 7 (w/ELA Correspondences)

| | Level 1 | Level 2 | Le | vel 3 | Level 4 | Level 5 |
|---|---|--|---|---|--|---|
| W Writing SL Speaking and listening | 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 | according to p audience with • use an increas general acade specific words speech and wi • show develop | e choices and style urpose, task, and developing ease ing number of mic and content- and expressions in | 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 |
| W W SL Sp | when engaging in one or more of the following content-specific practices: | | | | | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and coherent writing in which the development, organization 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. | | |

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing ...

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)

| | | By the <u>end</u> of eac | h English language proficie | ency 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, | using context, visual aids, reference materials, and knowledge of morphology in their native language, | using context, some visual aids reference materials, and a developing knowledge of Engli morphology (e.g., affixes and r | visual aids, reference materials, and an increasing knowledge of oot English morphology, | using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of | | | |
| xt | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions | determine the meaning of frequently occurring words, phrases, and formulaic expressions | words), determine the meaning of general academic and conte specific words and phrases a frequently occurring express | nd figurative and connotative | general academic and content- specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions | | | |
| ki kead informational lext RL Read Literature W Writing SL Speaking and listening | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | in texts about a variety of topics, experiences, or events | in texts about a variety of topics, experiences, or events | | | |
| kl Keau V Writir L Speak | when engaging in one or more of the following content-specific practices: | | | | | | | |
| e, | 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 InP.6-8. Gather and evaluate a range of sou | • | | | |
| uiry Practi | MP1. Make sense of problems and | persevere in solving them. | SP1. Ask questions and define problems.SP8. Obtain, evaluate, and communicate ir | nformation. | | | | |
| es Inqu | when engaging in tasks aligned with the following Grades 9–10 ELA CCS Standards: | | | | | | | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice Language | including figurative and conn specific word choices on mea sense of time and place; how | rords and phrases as they are used in the notative meanings; analyze the cumular aning and tone (e.g., how the language v it sets a formal or informal tone). Ining of unknown and multiple-meanin | tive impact of figurativ evokes a specific opinion | Text ne the meaning of words and phrases as they e, connotative, and technical meanings; anal word choices on meaning and tone (e.g., how differs from that of a newspaper). rades 9–10 reading and content, choosing fle | yze the cumulative impact of v the language of a court | | | |
| | strategies. a. Use context (e.g., the over b. Identify and correctly use c. Consult general and speci- clarify its precise meaning d. Verify the preliminary det L.5. Demonstrate understanding a. Interpret figures of speech | rall meaning of a sentence, paragraph, patterns of word changes that indicate alized reference materials (e.g., diction g, its part of speech, or its etymology. | or text; a word's position or fun e different meanings or parts of paries, glossaries, thesauruses), b or phrase (e.g., by checking the in hips, and nuances in word meani ext and analyze their role in the | ction in a sentence) as a clue to the meaning speech (e.g., analyze, analysis, analytical; adv both print and digital, to find the pronunciation offerred meaning in context or in a dictionary) ngs. | of a word or phrase. ocate, advocacy). on of a word or determine or | | | |

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text ...

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

| | | By the <u>end</u> of eac | h English lang | guage proficiency l | level, an EL can | | | |
|--|--|--|---|--|--|--|--|--|
| | Level 1 | Level 2 | L | evel 3 | Level 4 | Level 5 | | |
| RI Read Informational Text RL Read Literature W Writing e SL Speaking and listening | 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., <i>first, next, because</i>) provide a concluding statement | and details explain a sho events, proce comparison a analysis use common and phrases ideas, and op while, for exe | | 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 | | |
| Ictice | when engaging in one or more of the following content-specific practices: | | | | | | | |
| e arts practice es Inquiry Prac | EP2. Produce clear and coher and style are appropriat | organization, InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. | | | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | | s and persevere in solving them. ents and critique reasoning of others. s. | | ument from evidence. ate, and communicate information. | | | | |
| EP English L MP Math pr SP Science F InP CT Socia L Language | when engaging in tasks align | ed with the following Grades 9- | -10 ELA CCS S | tandards: | | | | |
| | between reasons and evide W.2c. Use appropriate and varied W.3c. Use a variety of techniques to mystery, suspense, growth, of W.4. Produce clear and coherent SL.4. Present information, finding perspectives are addressed, | uses as well as varied syntax to link the nce, and between claim(s) and counter transitions and syntax to link the major to sequence events so that they build c or resolution). writing in which the development, org gs, and supporting evidence, conveying and the organization, development, so f contexts and tasks, demonstrating a c | rclaims. r sections of the on one another to ganization, and st ga clear and distiubstance, and st | text, create cohesion, o create a coherent wi cyle are appropriate to nct perspective, such yle are appropriate to | and clarify the relationships among co hole and build toward a particular tone o task, purpose, and audience. that listeners can follow the line of rea purpose, audience, and a range of form | mplex ideas and concepts. e and outcome (e.g., a sense of soning, alternative or opposing | | |

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and 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

| Level 1 | Level 2 | Lev | el 3 | Level 4 | Level 5 |
|--|--|---|--|--|--|
| with prompting and supports, | with prompting and supports, | with guidance and | d 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 | use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics | use simple phraverb, adjective, prepositional) use simple clausindependent, durelative, adverb produce and excompound and sentences | adverbial, ses (e.g., ependent, ial) pand simple, | 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 clause use parallel structure produce and expand simple, compound, and complex sentences |
| EP2. Produce clear and cohere style are appropriate to t EP6. Use English structures to | re of the following content-spec ent writing in which the development, o ask, purpose, and audience. communicate context- specific message | rganization, and | | nunicate and critique conclusions. | |
| MP6. Attend to precision. | | | SP8. Obtain, ev | aluate, and communicate information. | |
| L.1. Demonstrate command of a. Apply the understand b. Resolve issues of com | ed with the following Grades 9– of the conventions of standard English g ing that usage is a matter of convention plex or contested usage, consulting refe uage to understand how language funct | rammar and usage , can change over ti rences (e.g., <i>Merric</i> | when writing or sp me, and is sometin m-Webster's Dictio | nes contested. onary of English Usage, Garner's Model | |

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

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 | _iteracy Stan | dards | CCS ELA Standards | | |
|-----------|---|------------|---------------|-----------|-------------------|------|--|
| | | | RST | WST | SL | L | |
| 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2 | 4 | | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 | |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | 8 | 8 | 1b | 3 | 6 | |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 | |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 | |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 4 | 4,6 | | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 | |

Legend for Domains

| RH | Reading in History/Social Studies | SL | Speaking and Listening |
|-----|---|---------|------------------------|
| RST | Reading in Science and Technical Subjects | L | Language |
| WST | Writing in History/Social Studies, Science ar | nd Tech | nnical 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 . . .

| Very Level 1 Level 2 Level 3 Level 4 Level 4 Level 5 with prompting and supports, use a very limited set of strategies to: with prompting and supports, use a very limited set of strategies to: with prompting and supports, use a very limited set of strategies to: with prompting and supports, use a very limited set of strategies to: with a many set of strategies to: e a wide range of strategies to: e a wide range of strategies to: e determine two central ideas or themes in oral presentations and written texts e determine two central ideas or themes in oral presentations and written texts e determine two central ideas or themes in oral presentations and written texts e determine two central ideas or themes in oral presentations and written texts e determine two central ideas or themes in oral presentations and written texts e determine two central ideas or themes in oral presentations and written texts e determine two central ideas or the texts e determine two central ideas or themes in oral presentations and written texts e identify and written itexts e identify and written itexts< | | | By the <u>end</u> o | f each English language proficie | ency level, an EL can | | | |
|--|---|--|---|--|---|---|--|--|
| Value of the strategies to: use a very limited set of strategies to: use a very limited set of strategies to: use a very limited set of strategies to: edermine the central idea or theme in oral presentations and written texts edermine the central idea or theme in oral presentations and written texts edermine the central idea or themes in oral presentations and written texts edermine the central idea or themes in oral presentations and written texts edermine the central idea or themes in oral presentations and written texts edermine the central idea or themes in oral presentations and written texts edermine the central idea or themes in oral presentations and written texts explain how details support the main topic explain how details support the main topic edermine the central idea or the texts edermine the central idea or themes in oral presentations and written texts edermine the central idea or themes in oral presentations and written texts edermine texts explain how details support the main topic explain how details support the texts explain how details and evidence from the texts to support the analysis especific details in the texts especific details and written texts explain how details support the main topic especific details in the texts in P.1.4. Construct and critique equations the texts outport the texts to support the analysis especific details in the texts in P.1.4. Construct and critique equations in general the texts especific details in the texts | | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| Provide a second private second prisecond private second private second private second private sec | | use a very limited set of | use an emerging set of | developing set of strategies to: | determine two central ideas or | determine central ideas or | | |
| and the networking construct and critique valid arguments. InP.9. Develop claims and counterclaims using evidence. InP.9. Develop claims and counterclaims using evidence. InP.10. Construct and critique valid arguments. InP.11. Construct and critique explanations. SP1. Ask questions and define problems. MP3. Cook for and make use of structure. MP3. Look for and make use of structure. MP8. Look for and make use of structure. MP4. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning. SP1. Ask questions and define problems. MP8. Look for and express regularity in repeated reasoning. Science/Technical Subjects 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. Science/Technical Subjects RH.2 Determine the central ideas or information of a primary or secondary sources provide an accurate summary of how key events or ideas develop over the course 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. RH.7 Integrate quantitative or technical analysis (e.g., charts, research RST.4 Translate information expressed visually or mathematically (e.g., in an equation) into words. | | phrases in oral communications and simple | retell a few key details in oral presentations and simple oral and written texts explain how details support | theme in oral presentations and written texts explain how the theme is developed by specific details in the texts | written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis | written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis | | |
| and the second of the index of others and articulate ins of the own deas when working consolutively. 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. MP3. Look for and make use of structure. MP8. Look for and express regularity in repeated reasoning. When engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards: Science/Technical Subjects 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 sources 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 into words. RST.3 Translate 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) | | when engaging in one or n | nore of the following content | t-specific practices: | | | | |
| 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 | | EP3. Construct valid argument EP4. Build and present knowle EP5. Build upon the ideas of or MP1. Make sense of problems MP3. Construct viable argument MP7. Look for and make use of | s from evidence and critique the reading from research by integrating, content of the stand articulate his or her own in and persevere in solving them. Integrating of oth structure. | asoning of others. omparing, and synthesizing ideas from deas when working collaboratively. | texts. InP.5. Determine helpful sources InP.6-8. Gather and evaluate a ran InP.9. Develop claims and counter InP.10. Construct and critique val InP.11. Construct and critique exp | to answer questions. nge of sources. rclaims using evidence. id arguments. planations. | | |
| 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 | Lang pract Pract ial St | | | | | | | |
| | EP English Lan MP Math prac SP Science Pra InP CT Social S L Language | History/Social Studies RH.1 Cite specific textual evid secondary sources, atter origin of the information RH.2 Determine the central id secondary source; provid events or ideas develop RH.3 Analyze in detail a series whether earlier events c them. RH.7 Integrate quantitative or | ence to support analysis of primary nding to such features as the date ar leas or information of a primary or de an accurate summary of how key over the course of the text. of events described in a text; deter aused later ones or simply preceded technical analysis (e.g., charts, rese | Science/Technical Subjects and RST.1 Cite specific textual ev precise details of expla RST.2 Determine the central complex process, pher RST.3 Follow precisely a com measurements, or per text. RST.7 Translate quantitative table or chart) and tra | ridence to support analysis of science and to anations or descriptions. ideas or conclusions of a text; trace the tex nomenon, or concept; provide an accurate aplex multistep procedure when carrying ou forming technical tasks, attending to specia or technical information expressed in word | xt's explanation or depiction of a summary of the text. ut experiments, taking al cases or exceptions defined in the ds in a text into visual form (e.g., a | | |

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 217

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 <u>end</u> of each English language proficiency level, an EL can | | | | | | |
|--|--|---|--|---|---|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | |
| ormational Text erature and listening | 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 RI Read Informational Text MP Math practice RL Read Literature SP Science Practice W W Writing InP CT Social Studies Inquiry Practice SL Speaking and listening L Language | EP5. Build upon the ideas collaboratively. MP1. Make sense of proble MP3. Construct viable argu MP6. Attend to precision. when engaging in tasks al WHST.6 Use technology, inclu- information and to d SL.1* Initiate and participate building on others' idea a. Come to discussions the topic or issue to s b. Work with peers to s deadlines, and individ c. Propel conversations and clarify, verify, or | a range of grade-level complex to of others and articulate his or he ems and persevere in solving the iments and critique the reasonin igned with the following (iding the Internet, to produce, p isplay information flexibly and d effectively in a range of collabor is and expressing their own clean prepared, having read and reseas stimulate a thoughtful, well-reas et rules for collegial discussions dual roles as needed. by posing and responding to qui challenge ideas and conclusions | exts with evidence. er own ideas when working em. ag of others. Grades 9–10 Literacy in Content ublish, and update individual or shared ynamically. rative discussions (one-on-one, in group rly and persuasively. arched material under study; explicitly of coned exchange of ideas. and decision-making (e.g., informal cor lestions that relate the current discussi | writing products, taking advantage of t os, and teacher-led) with diverse partner draw on that preparation by referring to osensus, taking votes on key issues, pres on to broader themes or larger ideas; ac | ments. ons. nclusions. o solutions. te information. | | |

Grades 9-10: Standard 3 (w/Literacy in Content Area Correspondences)

| | | By the <u>e</u> | <u>nd</u> of each English lan | guage proj | ficiency level, an EL can | |
|--|--|---|---|---|---|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | with prompting and supports, communicate information using words and phrases acquired in conversations, reading, and being read to | with prompting and supports, deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details | with guidance and support deliver short oral preset compose written informatexts integrate graphics or mwhen useful use academic and domwocabulary include relevant generates some specific details | resentations formationalspecific details, concepts, and examples to develop the topic, • deliver oral presentations • compose written informational textsinformation, and example topic, • deliver oral presentations • compose written informational textsomain specific• integrate graphics or multimedia, when useful • use academic and domain specific• integrate graphics or multimedia, vocabulary | | deliver oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific |
| ead Inforr ead Liter. 'riting beaking a | about familiar texts, topics, and experiences | about familiar texts, topics, experiences, or events | about mix of familiar and topics, or events | d new texts, | about a variety of texts, topics, or events | about a variety of texts, topics, or events |
| RI R. W W SL SF | • | more of the following cont | ent-specific practices | : | | • |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and coher style are appropriate to MP1. Make sense of problems MP3. Construct viable argume MP4. Model with mathematics | nge of grade-level complex texts of ent writing in which the develop the task, purpose, and audience. and persevere in solving them. nts and critique the reasoning of 5. | nent, organization, and | InP.6-8. Ga InP.9. Deve InP.10. Con InP.11. Con InP.12-14. (InP.15-17. SP6. Const | nstruct and critique questions that adva ther and evaluate a range of sources. Jop claims and counterclaims using evid istruct and critique valid arguments. Istruct and critique explanations. Communicate and critique conclusions. Take informed action. truct explanations and design solutions. in, evaluate, and communicate informat | ence. |
| | MP6. Attend to precision. | igned with the following G | radas 0. 10 Litaraav iu | Contont / | Area CCS Standards | |
| | when engaging in tasks aligned with the following Grades 9–10 Literacy WHST.2 Write informative/explanatory texts, including the narration of historical even a. Introduce a topic and organize ideas, concepts, and information to make in tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extende audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections o d. Use precise language and domain-specific vocabulary to manage the comprexpertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to f. Provide a concluding statement or section that follows from and supports topic). SL.4* Present information, findings, and supporting evidence clearly, concisely, and logi substance, and style are appropriate to purpose, audience, and task. * Strongly applies to literacy in history/social studies and science/technical subjects | | | | ocedures/ experiments, or technical pro lections and distinctions; include format concrete details, quotations, or other inf te cohesion, and clarify the relationship opic and convey a style appropriate to th d conventions of the discipline in which on or explanation presented (e.g., articul | ting (e.g., headings), graphics (e.g., figures, formation and examples appropriate to the s among ideas and concepts. he discipline and context as well as to the they are writing. ating implications or the significance of the |

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

| | | By the <u>er</u> | nd of each English language profic | iency lev | vel, an EL can | | |
|--|--|---|---|--|---|---|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | |
| n read informational text RL Read Literature W Writing SL Speaking and listening | 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 | of top • introd • provic or fact the cla • establ • addrea • provic or sec • use ac | ish a formal style ss the counterargument le a concluding statement | 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 | |
| iead L /riting peakir | | r more of the following con | · · | specif | | | |
| MP Math practice R SP Science Practice W InP CT Social Studies Inquiry Practice SI L Language | appropriate to tas EP3. Construct valid arg EP5. Build upon the ide | coherent writing in which the deve k, purpose, and audience. guments from evidence and critiqu as of others and articulate his or h ures to communicate context-speci | ely. | InP.9. Develop claims and c InP.15-17. Take informed a | counterclaims using evidence. ction. | | |
| oractice Practice ial Studies In e | MP3. Construct viable arguments and critique reasoning of others. SP4. Analyze and interpret data. MP6. Attend to precision. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information. | | | | | | |
| MP Math pr SP Science P nP CT Socia L Language | when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards: | | | | | | |
| MP SPS InP (LLa | WHST.1 Write arguments f a. Introduce prec counterclaims, b. Develop claim(discipline-appr c. Use words, phi evidence, and d. Establish and r | ocused on discipline-specific conte ise claim(s), distinguish the claim(s reasons, and evidence. s) and counterclaims fairly, supply opriate form and in a manner that rases, and clauses to link the major between claim(s) and counterclaim naintain a formal style and objectiv | int.) from alternate or opposing claims, and ing data and evidence for each while poi anticipates the audience's knowledge le sections of the text, create cohesion, ar | create an nting out 1 vel and co Id clarify tl d conventi | organization that establishes the strengths and limitations oncerns. he relationships between clai | im(s) and reasons, between reasons and | |
| | substance, and style L.6. Acquire and use accu | are appropriate to purpose, audier rrately general academic and doma | | for readir | ng, writing, speaking, and list | ening at the college and career readiness | |
| | * Strongly applies to literacy | y in history/social studies and scier | nce/technical subjects | | | | |

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 220

Grades 9-10: Standard 5 (w/Literacy in Content Area Correspondences)

| | 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 pri 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 | | | |
| | | ore of the following content-spender of grade-level complex texts with e | • | InP.5. Determine helpful sources to answer questions. | | | | |
| | texts. EP5. Build upon the ideas of | 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. | | | e of sources. arguments. nations. | | | |
| | EP6. Use English structures to | o communicate context-specific messag | ges. | InP.12-14. Communicate and critique conclusions. InP.15-17. Take informed action. | | | | |
| L Language | | s and persevere in solving them. ents and critique the reasoning of other | SP3. Plan and carry out investigation SP6. Construct explanations and deserved and communications and commun | esign solutions. | | | | |
| | when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards: | | | | | | | |
| | when appropriate; s WHST.8 Gather relevant info the research question | Il as more sustained research projects t synthesize multiple sources on the subju rmation from multiple authoritative pri on; integrate information into the text so informational texts to support analysis | ect, demonstrating understanding of the int and digital sources, using advanced selectively to maintain the flow of idea | he subject under investigation. searches effectively; assess the usefu | Iness of each source in answering | | | |
| | | ndings, and supporting evidence clearly, e appropriate to purpose, audience, and | | ners can follow the line of reasoning a | nd the organization, developmen | | | |
| | * Strongly applies to literacy in history/social studies and science/technical subjects | | | | | | | |

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems ...

Grades 9-10: Standard 6 (w/Literacy in Content Area Correspondences)

| | | By the <u>end</u> of ea | ch English language proficiency | level, an EL can | |
|--|--|---|--|--|---|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 Re RL Re W Wi SL Sp | when engaging in one or mo | ore of the following content-sp | ecific practices: | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | task, purpose, and audie EP3. Construct valid argumer EP4. Build and present knowl EP5. Build upon the ideas of a | ence. hts from evidence and critique the reas | mparing, and synthesizing ideas from te | InP.6-8. Gather and evaluate | a range of sources. e valid arguments. d critique conclusions. |
| EP English Lang MP Math pract SP Science Prac nP CT Social St L Language | | ents and critique reasoning of others. | | SP6. Construct explanations SP7. Engage in argument fro SP8. Obtain, evaluate, and o | s and design solutions. om evidence. |
| | when engaging in tasks alig | ned with the following Grades 9 | 9–10 Literacy in Content Area C | CS Standards: | |
| | author's claims. | which the reasoning and evidence in a | author' | the extent to which the reasoning and s claim or a recommendation for solving and a second s | ng a scientific or technical problem. |
| | discipline-appropr | riate form and in a manner that anticip | a and evidence for each while pointing ates the audience's knowledge level ar | nd concerns. | |
| | L.6. Acquire and use accur | ately general academic and domain-sp | idence and rhetoric, identifying any fall ecific words and phrases, sufficient for abulary knowledge when considering a | reading, writing, speaking, and listenir | ng at the college and career |
| | * Strongly applies to literacy | in history/social studies and science/t | echnical subjects | | |

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

Grades 9-10: Standard 7 (w/Literacy in Content Area Correspondences)

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

| 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 supp adapt language choice according to purpose, audience with develop use an increasing nun general academic and specific words and ex speech and written te show developing cont and tone in oral or wr | es and style task, and bing ease hber of content- pressions in ext crol of style | 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 |
| EP2. Produce clear and cohere are appropriate to the tas | 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 SP6. Cons | questions and define problems. struct explanations and design solution ain, evaluate, and communicate inform | |
| WHST.5 Develop and strengthen w purpose and audience. | ed with the following Grades 9 writing as needed by planning, revising contexts and tasks, demonstrating con | g, editing, rewriting, or tryi | nt Area CC | S Standards: proach, focusing on addressing what is | |

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 223

Grades 9-10: Standard 8 (w/Literacy in Content Area Correspondences)

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

| relying on context, visual aids, and knowledge of morphology in their native language,using context, visual aids, reference materials, and knowledge of morphology in their native language,using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),using context, increasingly complex visual aids, reference materials, and a morphology,using context, complex visual aids, reference materials, and developing knowledge of English morphology (e.g., affixes and root words),using context, increasingly complex visual aids, reference materials, and a increasingusing context, complex visual aids, reference materials, and morphology (e.g., affixes and root words),using context, increasingly complex visual aids, reference materials, and morphology,• recognize the meaning of frequently occurring words, phrases, and formulaic• determine the meaning of general academic and content- specific words and phrases and• determine the meaning of general academic and content- specific words and phrases, figurative and connotative• determine the meaning of general academic and content- specific words and phrases, figurative and connotative• determine the meaning of general academic and content- specific words and phrases, figurative and connotative• determine the meaning of general academic and content- specific words and phrases, figurative and connotative• determine the meaning of general academic and content- specific words and phrases, figurative and connotative• determine the meaning of general academic and content- specific words and phrases, figurative and connotative• determine the meaning of general ac | Level 1 | Loval 2 | | Level 3 | Level 4 | |
|--|------------------------------------|--|--|-----------------------------------|--|--------------------------------------|
| knowledge of morphology in their native language, reference materials, and a developing knowledge of English morphology (e.g., affixes and rom words), complex visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and rom words), complex visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and rom words), complex visual aids, reference materials, and a developing knowledge of English morphology, (e.g., affixes and rom words), complex visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and rom words), • determine the meaning of general academic and content- specific words and phrases, figurative and connotative language, (e.g., trony, hyperbolic and idiomatic expressions in texts about familiar topics, experiences, or events in texts about familiar topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or | | Level 2 | | | | Level 5 |
| native language, knowledge of morphology in their native language, developing knowledge of English morphology (e.g., affies and row ords), materials, and an increasing morphology (e.g., affies and row ords), consistent knowledge of English morphology, • recognize the meaning of frequently occurring words, phrases, and formulaic expressions • determine the meaning of general academic and content- specific words and phrases, figurative and a growing number • determine the meaning of general academic and content- specific words and phrases, figurative and a growing number • determine the meaning of general academic and content- specific words and phrases, figurative and a growing number • determine the meaning of general academic and content- specific words and phrases, figurative and a growing number • determine the meaning of general academic and content- specific words and phrases, figurative and a growing number • in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events FP1. Support analyses of a range of grade-level complex texts with evidence. In P.5. Determine helpful sources. In P.6.8. Gather and | | | - | | | |
| recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions etermine the meaning of general academic and content-specific words and phrases and frequently occurring words, expressions texts about familiar topics, experiences, or events in texts about analyses of a range of grade-level complex texts with evidence. In Pa-58. Gather and evaluate a range of sources. IMP1. Make sense of problems and persevere in solving them. SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information. SP14. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a text, including words and phrases as they are used in a text, including words and phrases as they are used in a text, including word changes that indicate different meanings of a word or phrase. In texts about of the meaning of a word or aperagraph, or text, a word's position or function in a sentence) as a cue to the meaning of a word or phrase. In texts and topics. Intergraphic about the meaning of a word or phrase. < | | , | , | | · · · | |
| recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions etermine the meaning of frequently occurring words, phrases, and formulaic expressions in texts about familiar topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events <l< td=""><td>native language,</td><td>• • • • • • • • • • • • • • • • • • • •</td><td colspan="2"></td><td>, .</td><td>• •</td></l<> | native language, | • | | | , . | • • |
| recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions · determine the meaning of frequently occurring words, phrases, and formulaic expressions · determine the meaning of frequently occurring expressions · 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 familiar topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · in texts about a variety of topics, experiences, or events · intext about a variety of topics, experiences, or events · intext about a variety of topics, experiences, or events · · · · · · · · · · · · · · · · · | | native language, | | | | |
| The second se | | • determine the meaning of | determine the meaning of | | 0 | 0 |
| phrases, and formulaic expressions phrases, and formulaic expressions phrases, and formulaic expressions specific words and phrases and frequently occurring expressions figurative and connotative language, and a growing number of idiomatic expressions figurative and connotative language, and a growing number of idiomatic expressions in texts about familiar topics, experiences, or events in texts about familiar topics, experiences, or events in texts about a variety of topics, experiences, or events in texts about a variety of topics, experiences, or events EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages. In P. 5. Determine helpful sources to answer questions. In P. 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 RH4. 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 Studies 9–10 texts and topics. L4* Determine or clarify the meaning of undors and multiple-meaning words and phrases the sare used, in specific or retaries, glossrifes, thesauruses), both print and digital, to find the pronuncitation of a word or phrase. b. Identify | 5 | - | | | 5 | 0 |
| expressions expressions frequently occurring expressions language, and a growing number of idiomatic expressions language (e.g., irony, hyperbole and idiomatic expressions) in texts about familiar topics, experiences, or events in texts about familiar topics, experiences, or events <t< td=""><td>1 , 0 ,</td><td></td><td>0</td><td></td><td></td><td></td></t<> | 1 , 0 , | | 0 | | | |
| in texts about familiar topics, experiences, or events in texts about familiar topics, experiences, or events in texts about familiar topics, experiences, or events in texts about a variety of topics, experiences, or events when engaging in one or more of the following content-specific practices: InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate, and communicate information. When engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area CCS Standards: Seience/Technical Subjects MR1. 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: Mistory/Social Studies RH4. 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. L4* Determine to relarify the 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, advocay). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruse), both print and digital, to find the pronunciation of a word or phrase. < | philases, and formulate | | | • | 5 | language (e.g., irony, hyperbole |
| in texts about familiar topics, experiences, or events experiences, or events intexts about a variety of topics, experiences, or events intexts about a variety of topics, experiences, or events when engaging in one or more of the following content-specific practices: InP.5. Determine helpful sources to answer questions. InP.6.8. Gather and evaluate a range of sources. 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: Science/Technical Subjects History/Social Studies Science/Technical Subjects RH.4 Determine the meaning of words and phrases as they are used in a text, including vocebulary describing political, social, or economic aspects of history/social science. Science/Technical Subjects 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. Determine or farde digital, to find the pronunciation of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyte, and 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 words or phrase.< | · | | | | of idiomatic expressions | and idiomatic expressions |
| in texts about familiar topics, experiences, or events experiences, or events intexts about a variety of topics, experiences, or events intexts about a variety of topics, experiences, or events when engaging in one or more of the following content-specific practices: InP.5. Determine helpful sources to answer questions. InP.6.8. Gather and evaluate a range of sources. 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: Science/Technical Subjects History/Social Studies Science/Technical Subjects RH.4 Determine the meaning of words and phrases as they are used in a text, including vocebulary describing political, social, or economic aspects of history/social science. Science/Technical Subjects 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. Determine or farde digital, to find the pronunciation of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyte, and 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 words or phrase.< | | | | | | |
| in texts about familiar topics, experiences, or events experiences, or events intexts about a variety of topics, experiences, or events intexts about a variety of topics, experiences, or events when engaging in one or more of the following content-specific practices: InP.5. Determine helpful sources to answer questions. InP.6.8. Gather and evaluate a range of sources. 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: Science/Technical Subjects History/Social Studies Science/Technical Subjects RH.4 Determine the meaning of words and phrases as they are used in a text, including vocebulary describing political, social, or economic aspects of history/social science. Science/Technical Subjects 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. Determine or farde digital, to find the pronunciation of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyte, and 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 words or phrase.< | | in texts about familiar tonics | : | to all and familian tandar | | in taxts about a variaty of taxies |
| experiences, or events Proceeding of events Experiences, or events when engaging in one or more of the following content-specific practices: InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. 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: 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. L4* 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 charges that indicate different meanings or parts of speech (e.g., analyze, analytica); advocate, advocacy). C. Consult general and specialized reference materials (e.g., dictionaries | in texts about familiar topics, | | | • | | |
| EP1. Support analyses of a range of grade-level complex texts with evidence. InP.5. Determine helpful sources to answer questions. EP6. Use English structures to communicate context-specific messages. 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 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 sparts 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 phrase. J. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., uphemism, oxymoron) in context an | experiences, or events | | exper | iences, or events | experiences, or events | |
| EP6. Use English structures to communicate context-specific messages. 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 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 i | when engaging in one or mo | re of the following content-spe | cific p | ractices: | | |
| 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. 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 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. | EP1. Support analyses of a range | of grade-level complex texts with evide | ence. | InP.5. Determine helpful sou | rces to answer questions. | |
| 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. 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 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. | EP6. Use English structures to cor | nmunicate context-specific messages. | | InP.6-8. Gather and evaluate | a range of sources. | |
| 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. 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 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. | | | | | | |
| 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 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, analytis, 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. | MP1. Make sense of problems and | persevere in solving them. | | | | |
| 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. 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 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. | | | 4011 | | | |
| 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. 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, analyzis, 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. | | ed with the following Grades 9 | -10 LI | - | | |
| including vocabulary describing political, social, or economic aspects of history/social science. L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 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. | | | | | , | |
| history/social science. 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, analyze, analyzic, 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. | | | | | | |
| 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, analyze, analyzis, 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. | | oing political, social, of economic aspe | | • | | childen context relevant to grades |
| 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. | | | | 5 10 (6/13 0) | | |
| 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. | | | | | | |
| 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. | | | | | | |
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| 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. | | | aries, gi | ossaries, thesauruses), both pr | int and digital, to find the pronunciation | on of a word or determine or clarify |
| 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. | | | r phrase | e (e.g., by checking the inferred | meaning in context or in a dictionary) | |
| 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. | | | | | | |
| | | | | | | |
| | b. Analyze nuances in the | meaning of words with similar denota | tions. | | | |
| | 1 | | | | | |

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text ...

Connecticut English Language Proficiency Standards with Correspondences to the K-12 Practices and Connecticut Core Standards 224

Grades 9-10: Standard 9 (w/Literacy in Content Area Correspondences)

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

| | By the <u>end</u> of eac | ch English languag | e 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., <i>first, next, because</i>) 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 |
| EP2. Produce clear and cohe style are appropriate to MP1. Make sense of problem | erent writing in which the development o task, purpose, and audience. | • | InP.12-14. Col | ruct and critique explanations. mmunicate and critique conclusions. in argument from evidence. evaluate, and communicate informati | on. |
| when engaging in tasks alignWHST.1cUse words, phrases, an between reasons and eWHST.2cUse varied transitions aWHST.4Produce clear and coheSL.4*Present information, fin perspectives are addressSL.6. Adapt speech to a variety of | cs. ned with the following Grades 9 d clauses as well as varied syntax to lin evidence, and between claim(s) and cou- and sentence structures to link the maj erent writing in which the development ndings, and supporting evidence, conve- ssed, and the organization, development contexts and tasks, demonstrating a con- story/social studies and science/techn | Ik the major sections o unterclaims. or sections of the text, t, organization, and sty eying a clear and distin nt, substance, and styl ommand of formal Eng | f the text, create create cohesion le are appropria ct perspective, s e are appropriat | e cohesion, and clarify the relationship n, and clarify the relationships among o ate to task, purpose, and audience. such that listeners can follow the line o te to purpose, audience, and a range o | complex ideas and concepts. of reasoning, alternative or opposing |

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and 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

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|---|--|---|
| ith prompting and supports, | with prompting and supports, | with guidance 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 | use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics | 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 claus use parallel structure produce and expand simple, compound, and complex sentences |
| | | | | |
| | re of the following content-spe ent writing in which the development, ose, and audience. | • | 14. Communicate and critique conclusio | ns. |
| EP2. Produce clear and cohere appropriate to task, purp | ent writing in which the development, | organization, and style are InP.12 | 14. Communicate and critique conclusio | ns. |
| EP2. Produce clear and cohere appropriate to task, purp | ent writing in which the development, ose, and audience. | organization, and style are InP.12 ges. | 14. Communicate and critique conclusio Dbtain, evaluate, and communicate infor | |
| EP2. Produce clear and cohere appropriate to task, purp EP6. Use English structures to MP6. Attend to precision. | ent writing in which the development, ose, and audience. | organization, and style are InP.12 ges. SP8. (| Obtain, evaluate, and communicate infor | |
| EP2. Produce clear and cohere appropriate to task, purp EP6. Use English structures to MP6. Attend to precision. when engaging in tasks align L.1. Demonstrate command a. Apply the understan | ent writing in which the development, ose, and audience. communicate context- specific message ed with the following Grades 9 I of the conventions of standard Engliss ding that usage is a matter of convent | organization, and style are InP.12 ges. SP8. (D-10 Literacy in Content Area (sh grammar and usage when writing c ion, can change over time, and is son | Obtain, evaluate, and communicate infor CCS Standards: r speaking. | mation. |

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

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 | | Correspond | ing CCS for EL | A Standards | |
|-----------|---|------------|------------|------------------|-------------|------|
| | CELP Standalus | RL | RI | W | SL | L |
| <u>1</u> | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2, 3 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | | 8 | 1b | 3 | 6 |
| <u>Z</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 3c, 4 | 4, 6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

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

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 e | <u>end</u> of each English language pro | oficiency l | evel, an EL can | |
|--|---|--|---|--|---|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 |
| | with prompting and supports, use a very | with prompting and supports, use an emerging set of | with guidance and supports, use a developing set of strategies to: | | creasing range of strategies to: | use a wide range of strategies to: |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | limited set of strategies identify a few key words and phrases in oral communications and simple oral and written texts | strategies to: identify the main topic retell a few key details in oral presentations and simple oral and written texts explain how details support | determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts | themes written • analyze themes • cite spe | the development of the | 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 |
| н н > v | | the main topic | • summarize parts of the text | summa | rize a text | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP1. Support analyses of a EP3. Construct valid argument EP4. Build and present kn EP5. Build upon the ideas MP1. Make sense of problem MP3. Construct viable argument MP7. Look for and make u MP8. Look for and express | of others and articulate his or her of ems and persevere in solving them. Iments and critique the reasoning of se of structure. regularity in repeated reasoning. | s with evidence. he reasoning of others. ng, comparing, and synthesizing ideas f own ideas when working collaboratively | y. | InP.1-4. Construct and critique InP.5. Determine helpful source InP.6-8. Gather and evaluate a InP.9. Develop claims and cour InP.10. Construct and critique InP.11. Construct and critique SP1. Ask questions and define | range of sources. nterclaims using evidence. valid arguments. explanations. |
| | Literature RL.2. Determine two or m over the course of th produce a complex a RL.3. Analyze the impact of of a story or drama (characters are introo RL.7. Analyze multiple inte production of a play the source text. (Incl dramatist.) RL.1, RI.1. Cite strong and leaves matters uncer SL.2. Integrate multiple so | ore themes or central ideas of a tex le text, including how they interact a ccount; provide an objective summ of the author's choices regarding ho e.g., where a story is set, how the a luced and developed). erpretations of a story, drama, or po or recorded novel or poetry), evalu- ude at least one play by Shakespear thorough textual evidence to suppor- tain. | t and analyze their development and build on one another to ary of the text. w to develop and relate elements ction is ordered, how the pem (e.g., recorded or live ating how each version interprets re and one play by an American | Information RI.2. Detern over the anothe text. RI.3. Analyz indivic RI.7. Integra media addres tly as well as y, quantitation | mine two or more central ideas of the course of the text, including h er to provide a complex analysis, the a complex set of ideas or sequiduals, ideas, or events interact an ate and evaluate multiple source or formats (e.g., visually, quanti ss a question or solve a problem s inferences drawn from the text | , including determining where the text |

Grades 11-12: Standard 2 (w/ELA Correspondences)

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 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 . . .

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|--|---|--|---|---|
| vith 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 |
| EP1. Support analyses of a EP5. Build upon the ideas o collaboratively. MP1. Make sense of problem | nore of the following conternance of grade-level complex text f others and articulate his or her of ms and persevere in solving them nents and critique the reasoning of | ts with evidence. InF own ideas when working InF InF InF . SP of others. SP | P.1-4. Construct and critique questions P.10. Construct and critique valid argur P.11. Construct and critique explanatio P.12-14. Communicate and critique con P.15-17. Take informed action. 4. Analyze and interpret data. 6. Construct explanations and design 8. Obtain, evaluate, and communicat | nents. ns. nclusions. solutions. |
| | gned with the following Gr | ades 11–12 ELA CCS Standards: | | |
| information. SL.1. Initiate and participate issues, building on oth a. Come to discussion on the topic or issu b. Work with peers to c. Propel conversatio verify, or challenge | e effectively in a range of collabor hers' ideas and expressing their ow his prepared, having read and rese he to stimulate a thoughtful, well- poromote civil, democratic discus ns by posing and responding to que e ideas and conclusions; and prom | arched material under study; explicitly or reasoned exchange of ideas. sions and decision-making, set clear goa uestions that probe reasoning and evide ote divergent and creative perspectives | s, and teacher-led) with diverse partne Iraw on that preparation by referring t Is and deadlines, and establish individ nce; ensure a hearing for a full range o | ers on grades 11–12 topics, texts, and to evidence from texts and other research ual roles as needed. |

Grades 11-12: Standard 3 (w/ELA Correspondences)

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| | By the | <u>end</u> of each English langu | age prof | iciency 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 | supports, communicate information using words and phrases acquired in conversations, reading, and being read to deliver short oral presentations compose written narratives or informational texts use academic and domain specific vocabulary include key details about familiar texts, about familiar texts, deliver short oral presentations compose written informational texts use academic and domain specific vocabulary include key details about familiar texts, | | 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 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 integrate graphics or multimedia use academic and domain specific use academic and domain specific | | deliver oral presentations compose written informational texts integrate graphics or multimedia, when useful use academic and domain specific |
| EP1. Support analyses of a EP2. Produce clear and coh appropriate to the tas MP1. Make sense of problem MP3. Construct viable argum MP4. Model with mathemati MP6. Attend to precision. When engaging in tasl W.2. Write informative/exp a. Introduce a topic; organ figures, tables), and mu b. Develop the topic thoro knowledge of the topic C. Use appropriate and va d. Use precise language, c e. Establish and maintain f. Provide a concluding str W.3. Write narratives to der a. Engage and orient the r smooth progression of b. Use narrative technique c. Use a variety of technic resolution). d. Use precise words and e. Provide a conclusion th SL.4. Present information, f | ks aligned with the following blanatory texts to examine and convey con nize complex ideas, concepts, and inform ultimedia when useful to aiding compreh boughly by selecting the most significant a tried transitions and syntax to link the m domain-specific vocabulary, and techniqu a formal style and objective tone while a atement or section that follows from an velop real or imagined experiences or ever reader by setting out a problem, situation experiences or events. es, such as dialogue, pacing, description, ques to sequence events so that they bu phrases, telling details, and sensory lang that follows from and reflects on what is e | evidence. , organization, and style are , organization, and style are , organization, and style are , organization, and style are , organization, and ister , and relevant facts, extended definit ajor sections of the text, create coh ues such as metaphor, simile, and a attending to the norms and conveni d supports the information or expla rents using effective technique, wel n, or observation and its significance , reflection, and multiple plot lines, ild on one another to create a cohe suage to convey a vivid picture of th experienced, observed, or resolved of sying a clear and distinct perspective | InP.6-8. G InP.9. Dev InP.10. Cc InP.11. Cc InP.12-14 InP.15-17 SP6. Con SP8. Ob andards ation clearly uilds on that ions, concre esion, and c nalogy to m tions of the nation pres I-chosen de- re, establish to develop o rent whole a e experience over the cou | and accurately through the effective selection, which precedes it to create a unified whole; in te details, quotations, or other information and larify the relationships among complex ideas a anage the complexity of the topic. discipline in which they are writing. ented (e.g., articulating implications or the sign cails, and well-structured event sequences. ng one or multiple point(s) of view, and introdu experiences, events, and/or characters. and build toward a particular tone and outcome es, events, setting, and/or characters. Irse of the narrative. listeners can follow the line of reasoning, altern | organization, and analysis of content. clude formatting (e.g., headings), graphics (e.g., d examples appropriate to the audience's and concepts. ificance of the topic). ucing a narrator and/or characters; create a e (e.g., a sense of mystery, suspense, growth, or |

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

Grades 11-12: Standard 4 (w/ELA Correspondences)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|----------------------------|--|---|---|--|--|
| sup • v fa u a | h prompting and oports, erbally or nonverbally xpress an opinion about a amiliar topic or event sing a limited number of vords and phrases cquired in conversations, eading, 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 relevan 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 |
| wł | nen engaging in one or | more of the following conte | · · · · · · · · · · · · · · · · · · · | | |
| | EP3. Construct valid argu EP5. Build upon the idea EP6. Use English structur | purpose, and audience. ments from evidence and critique s of others and articulate his or her es to communicate context-specifi uments and critique reasoning of c | y. SP4. Analyze and interpret da SP7. Engage in argument from | | |
| | | | | SP7. Engage in argument from SP8. Obtain, evaluate, and co | |
| | Vrite arguments to sup a. Introduce precise, k logically sequences b. Develop claim(s) and that anticipates the c. Use words, phrases, between reasons and | oport claims in an analysis of substanowledgeable claim(s), establish th claim(s), counterclaims, reasons, ar d counterclaims fairly and thorough audience's knowledge level, conce and clauses as well as varied synta d evidence, and between claim(s) a | nly, supplying the most relevant evidence rns, values, and possible biases. x to link the major sections of the text, c and counterclaims. | the claim(s) from alternate or opposing e for each while pointing out the streng | ; claims, and create an organization tha hs and limitations of both in a manner hips between claim(s) and reasons, |

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence ...

Grades 11-12: Standard 5 (w/ELA Correspondences)

| | | By the <u>end</u> of eac | ch English language prof | iciency l | level, an EL can | | | |
|--|--|--|--|---|--|---|--|--|
| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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 iabel collected information, experiences, or events with prompting and supports, 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 include illustrations other graphics, whe provide a list of source | | | ojects multiple each on in a rt rams, or | 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 | | |
| e ctice | when engaging in one or more of the following content-specific practices: | | | | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP1. Support analyses of a ra EP4. Build and present know ideas from texts. EP5. Build upon the ideas of collaboratively. EP6. Use English structures to the structures to the | mparing, and synthesizing eas when working | InP.6-8. InP.10. InP.11. InP.12-1 | Determine helpful sources to answer q . Gather and evaluate a range of sourc Construct and critique valid argument Construct and critique explanations. 14. Communicate and critique conclus 17. Take informed action. | es. :s. | | | |
| EP En MP M SP Sc INP C LLar | MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique the reasoning of others. | | | SP6. Co | lan and carry out investigations. onstruct explanations and design solu obtain, evaluate, and communicate info | | | |
| | when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards: | | | | | | | |
| | appropriate; synthesize W.8. Gather relevant informa terms of the task, purpo and following a standard W.9. Draw evidence from lite | erary or informational texts to support | onstrating understanding of th and digital sources, using adv on into the text selectively to r analysis, reflection, and resea | e subject anced sea maintain t rch. | under investigation. arches effectively; assess the strengths the flow of ideas, avoiding plagiarism a | s and limitations of each source in and overreliance on any one source | | |
| | | dings, and supporting evidence, conve sed, and the organization, developmer | | | | | | |

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems ...

Grades 11-12: Standard 6 (w/ELA Correspondences)

| • ide | Level 1 prompting and supports, entify a point an author or a eaker makes | Level 2 with prompting and supports, • identify the main argument an author or speaker makes | Level 3 with guidance and supports, • explain the reasons an author or | Level 4 analyze the reasoning and use or rhetoric in persuasive texts or | Level 5 f • analyze and evaluate the | | |
|--|---|---|--|---|---|--|--|
| • ide | entify a point an author or a | identify the main argument an | | | f • analyze and evaluate the | | |
| | | identify one reason an author or a speaker gives to support the argument | 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 | speeches, including documents of historical and literary significance determine whether the evidence is sufficient to support the clain 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 | | |
| whe | when engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | | |
| MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate informati | | | | | ns and design solutions. from evidence. | | |

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

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)

| | 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, ta 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 | | |
| w | hen engaging in one or m | ore of the following content-s | pecific pract | ices: | | | | |
| | organization, and style audience. EP6. Use English structures | erent writing in which the developmen are appropriate to the task, purpose, to communicate context-specific mess | and | 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 mathemati MP6. Attend to precision. | cs. | | | nd define problems. nations and design solutions. , and communicate information. | | | |
| w | when engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards: | | | | | | | |
| | purpose and audience SL.6. Adapt speech to a vari | evelop and strengthen writing as needed by planning, revising, | | of formal English when in | dicated or appropriate. | | | |
| | - | ately general academic and domain-sp nstrate independence in gathering voc | | • | | | | |

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing . . .

Grades 11-12: Standard 8 (w/ELA Correspondences)

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| | | By the end of ea | ch Engli | ish 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, | using context, visual aids, reference materials, and knowledge of morphology in their | using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root | | 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 | using context, complex visual aids, reference materials, and consistent knowledge of English | |
| - - | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions | few frequently occurring frequently occurring words, phrases, and formulaic phrases, and formulaic | | ology (e.g., affixes and root , rmine the meaning of ral academic and content- fic words and phrases and lently occurring expressions | | 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 familiar topics, experiences, or events | in texts about familiar topics, experiences, or events | avpariances or events | | | in texts about a variety of topics, experiences, or events | |
| | when engaging in one or mo | ore of the following content-sp | ecific p | ractices: | | | |
| L Language | EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages. | | | e. InP.5. Determine helpful sources to answer questions. InP.6-8. Gather and evaluate a range of sources. | | | |
| guage | MP1. Make sense of problems an | d persevere in solving them. | | SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information. | | | |
| L Lang | when engaging in tasks aligi | ned with the following Grades | 11–12 I | ELA CCS Standards: | | | |
| | including figurative and con word choices on meaning a | words and phrases as they are used in notative meanings; analyze the impac nd tone, including words with multiple r fresh, engaging, or beautiful. (Include | t of spec e meanin | ific figurative, co gs or refines the m | ne meaning of words and phrases as th nnotative, and technical meanings; an leaning of a key term or terms over the nes faction in Federalist No. 10). | alyze how an author uses and | |
| | a. Use context (e.g., the ov b. Identify and correctly us c. Consult general and spectra clarify its precise meaning d. Verify the preliminary de L.5. Demonstrate understanding a. Interpret figures of spee | erall meaning of a sentence, paragraph e patterns of word changes that indica cialized reference materials (e.g., diction g, its part of speech, its etymology, or | h, or text ate differe onaries, g its stand I or phras ships, an at and and | ; a word's position or function ent meanings or parts of spee glossaries, thesauruses), both lard usage. se (e.g., by checking the inferr d nuances in word meanings. | is 11–12 reading and content, choosing in in a sentence) as a clue to the meanin ch (e.g., conceive, conception, conceive print and digital, to find the pronuncia ed meaning in context or in a dictionar | ng of a word or phrase. able). tion of a word or determine or | |

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text ...

Grades 11-12: Standard 9 (w/ELA Correspondences)

| | | By the <u>end</u> of eac | ch English language profici | ency level, an EL can | | |
|--|--|--|---|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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., <i>first, next, because</i>) provide a concluding statement | with guidance and supports, introduce and develop an informational topic with fact and details explain a short sequence of events, process, description, comparison and contrast, or analysis use common transitional wo and phrases to connect even ideas, and opinions (e.g., afte while, for example, as a result provide a concluding statement or section | 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 | when engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and | | | | | |
| practi uiry Pr | appropriate to task, pu | | it, organization, and style are | InP.11. Construct and critique explanation InP.12-14. Communicate and critique con | | |
| e arts es Inq | MP1. Make sense of problem | ns and persevere in solving them. | | SP7. Engage in argument from evidence. | | |
| anguag ractice Practice al Studie | MP3. Construct viable argun MP4. Model with mathemat | nents and critique reasoning of others. ics. | | SP8. Obtain, evaluate, and communicate information. | | |
| EP English L MP Math pr SP Science F nP CT Socia L Language | when engaging in tasks alig | ned with the following Grades | 11–12 ELA CCS Standards: | | | |
| EP Er MP A SP SG INP C Lar | between reasons an W.2c. Use appropriate an W.3c. Use a variety of teo sense of mystery, s W.4. Produce clear and o SL.4. Present information opposing perspectin tasks. | nd evidence, and between claim(s) and d varied transitions and syntax to link the hniques to sequence events so that the suspense, growth, or resolution). coherent writing in which the developm n, findings, and supporting evidence, co | d counterclaims. the major sections of the text, cr ey build on one another to creat nent, organization, and style are onveying a clear and distinct per n, development, substance, and | ext, create cohesion, and clarify the relatio eate cohesion, and clarify the relationships e a coherent whole and build toward a par appropriate to task, purpose, and audience spective, such that listeners can follow the style are appropriate to purpose, audience ish when indicated or appropriate. | among complex ideas and concepts. ticular tone and outcome (e.g., a e. line of reasoning, alternative or | |

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

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

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| | Level 1 | Level 2 | Level 3 | | Level 4 | Level 5 | |
|-------------------------------|---|--|--|---|--|---|--|
| with | prompting and supports, | with prompting and supports, | with guidance and sup | ports, | | | |
| nu nc co • ur sir | cognize and use a small umber of frequently occurring ouns, noun phrases, verbs, onjunctions, and prepositions aderstand and respond to mple yes/no questions about miliar topics | use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics | use simple phrases (verb, adjective, adver prepositional) use simple clauses (e independent, depen relative, adverbial) produce and expand compound and a few sentences | .g., dent, simple, | 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 claus use parallel structure produce and expand simple, compound, and complex sentences | |
| wh | en engaging in one or mor | e of the following content-spe | cific practices: | | | • | |
| | are appropriate to task, p | nt writing in which the development, urpose, and audience. communicate context- specific messag | | InP.12-14. C | ommunicate and critique conclusions | | |
| _ | MP6. Attend to precision. | | | SP8. Obtain, evaluate, and communicate information. | | | |
| wh | en engaging in tasks aligned with the following Grades 11–12 ELA CCS Standards: | | | | | | |
| | a. Apply the understandingb. Resolve issues of comp | f the conventions of standard English ng that usage is a matter of convention lex or contested usage, consulting ref age to understand how language func | n, can change over time, Ferences (e.g., <i>Merriam-V</i> | and is sometin /ebster's Dicti | mes contested. ionary of English Usage, Garner's Moa | | |

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

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.

| | CELD Standards | CCS | _iteracy Stan | dards | CCS ELA S | Standards |
|-----------|---|------------|---------------|-----------|-----------|-----------|
| | CELP Standards | RH | RST | WST | SL | L |
| 1 | Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing | 1, 2, 3, 7 | 1, 2, 3, 7 | | 2 | |
| 2 | Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions | | | 6 | 1 | |
| <u>3</u> | Speak and write about grade-appropriate complex literary and informational texts and topics | | | 2 | 4 | |
| <u>4</u> | Construct grade-appropriate oral and written claims and support them with reasoning and evidence | | | 1 | 4 | 6 |
| <u>5</u> | Conduct research and evaluate and communicate findings to answer questions or solve problems | | | 7, 8, 9 | 4 | |
| <u>6</u> | Analyze and critique the arguments of others orally and in writing | 8 | 8 | 1b | 3 | 6 |
| <u>7</u> | Adapt language choices to purpose, task, and audience when speaking and writing | | | 5 | 6 | 6 |
| <u>8</u> | Determine the meaning of words and phrases in oral presentations and literary and informational text | 4 | 4 | | | 4, 5 |
| <u>9</u> | Create clear and coherent grade-appropriate speech and text | | | 1c, 2c, 4 | 4,6 | |
| <u>10</u> | Make accurate use of standard English to communicate in grade- appropriate speech and writing | | | | | 1, 3 |

Legend for Domains

| RH | Reading in History/Social Studies | SL | Speaking and Listening |
|-----|---|---------|------------------------|
| RST | Reading in Science and Technical Subjects | L | Language |
| WST | Writing in History/Social Studies, Science ar | nd Tech | nnical 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 <u>end</u> o | of each English langud | ige profi | ciency le | evel, an EL can | | | | | | | | |
|--|--|--|--|-----------------------------------|------------|---|---|--|--|--|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | | | Level 4 | Level 5 | | | | | | | |
| | with prompting and supports, | with prompting and supports, use | with guidance and suppo | orts, use a | use an i | increasing range of strategies to: | use a wide range of strategies to: | | | | | | | |
| | use a very limited set of | an emerging set of strategies to: | developing set of strateg | ies to: | | | | | | | | | | |
| | strategies to: | | | | | mine two central ideas or | determine central ideas or themes in | | | | | | | |
| | | identify the main topic | determine the central i | | | es in oral presentations and | presentations and written textsanalyze the development of the | | | | | | | |
| | identify a few key words | retell a few key details in oral | theme in oral presenta | tions and | | en texts | themes/ideas | | | | | | | |
| | and phrases in oral | presentations and simple oral | written texts | | | ze the development of the | cite specific details and evidence from | | | | | | | |
| | communications and simple oral and written texts | and written texts | explain how the theme developed by specific of | | | es/ideas | the texts to support the analysis | | | | | | | |
| | | explain how details support the main tonic | the texts | | | pecific details and evidence from | summarize a text | | | | | | | |
| Text | | main topic | summarize parts of the | tovt | | exts to support the analysis | | | | | | | | |
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | | | | elexi | • summ | narize a text | | | | | | | | |
| matio ature nd lis | | more of the following content | <u> </u> | | | | | | | | | | | |
| nfor Liter g ing a | | nge of grade-level complex texts with | | | | | uestions that advance and frame inquiry. | | | | | | | |
| ead I ead /ritin >eaki | 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. | | | | | InP.5. Determine helpful sources | | | | | | | | |
| RI R RL F W W SL SI | EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. | | | | | InP.6-8. Gather and evaluate a range of sources. InP.9. Develop claims and counterclaims using evidence. | | | | | | | | |
| | | | | | | InP.10. Construct and critique va | - | | | | | | | |
| е | | | | | | InP.11. Construct and critique va | - | | | | | | | |
| tice | MP1. Make sense of problems and persevere in solving them. | | | | | SP1. Ask questions and define pr | - | | | | | | | |
| arts practice Inquiry Prac | | nts and critique the reasoning of oth | | of 1. Ask questions and define pr | | | | | | | | | | |
| arts | MP7. Look for and make use o | | | | | | | | | | | | | |
| EP English Language arts practice MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | MP8. Look for and express reg | | | | | | | | | | | | | |
| Lang rracti Prac al Sti e | | igned with the following Grac | les 11–12 Literacy in | Content | Area CC | S Standards: | | | | | | | | |
| glish ath p ence Soci guage | History/Social Studies | | | | Technical | 5 | | | | | | | | |
| EP English L MP Math pr SP Science F nP CT Socia L Language | | dence to support analysis of primary ned from specific details to an unders | | | | fic textual evidence to support ana to important distinctions the auth | lysis of science and technical texts, | | | | | | | |
| EZZT | whole. | red from specific details to an unders | standing of the text as a | | - | encies in the account. | or makes and to any gaps of | | | | | | | |
| | | deas or information of a primary or s | secondary source; | | | | of a text; summarize complex concepts, | | | | | | | |
| | provide an accurate sur | mmary that makes clear the relations | hips among the key | | processes | , or information presented in a tex | t by paraphrasing them in simpler but | | | | | | | |
| | details and ideas. | | | | | ate terms. | | | | | | | | |
| | | nations for actions or events and dete ds with textual evidence, acknowledg | | | | | lure when carrying out experiments, cal tasks; analyze the specific results | | | | | | | |
| | leaves matters uncertai | | ing where the text | | - | explanations in the text. | cal tasks, analyze the specific results | | | | | | | |
| | | multiple sources of information pres | ented in diverse formats | | | • | nformation presented in diverse formats | | | | | | | |
| | | y, quantitatively, as well as in words) | in order to address a | | and media | a (e.g., quantitative data, video, m | ultimedia) in order to address a | | | | | | | |
| | question or solve a pro | blem. | | | question o | or solve a problem. | | | | | | | | |
| | SL.2. Integrate multiple sour | ces of information presented in diver | se formats and media (o g | vicually | quantitati | ively orally) in order to make infor | med decisions and solve problems | | | | | | | |
| | | | | | quantităti | ively, orally, in order to make infor | med 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/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 e | <u>end</u> of each English language pr | oficiency level, an EL can | | | | | |
|--|--|---|---|---|--|--|--|--|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | | | | |
| | with prompting and | with prompting and supports, | with guidance and supports, | participate in conversations, | participate in extended conversations, | | | | |
| | supports, | actively listen to others | participate in conversations, | discussions, and written | discussions, and written exchanges on a | | | | |
| | actively listen to others | participate in short | discussions, and written | exchanges on a range of topics, | range of substantive topics, texts, and issue | | | | |
| | participate in short | conversational and written | exchanges on familiar topics, | texts, and issues using academic | using academic and domain specific | | | | |
| | conversational and written | exchanges on familiar | texts, and issues using academic | and domain specific vocabulary | vocabulary | | | | |
| | exchanges on familiar | topics and texts using | and domain specific vocabulary | build on the ideas of others | build on the ideas of others | | | | |
| | topics using academic and | academic and domain | build on the ideas of others | express his or her own ideas | express his or her own ideas clearly and | | | | |
| | domain specific | specific vocabulary | express his or her own ideas | clearly | persuasively | | | | |
| RL Read Literature W Writing SL Speaking and listening | vocabulary | present information and | ask and answer relevant | support points with specific and | • refer to specific and relevant evidence from | | | | |
| | • present basic information | ideas | questions | relevant evidence | texts or research to support his or her ideas | | | | |
| | respond verbally and | respond to simple | add relevant information and | ask and answer questions to | ask and answer questions that probe | | | | |
| | nonverbally to simple | questions and wh- | evidence | clarify ideas and conclusions | reasoning and claims | | | | |
| vritir peak | yes/no questions and | questions | restate some of the key ideas | summarize the key points | summarize the key points and evidence | | | | |
| MP Math practice RLF SP Science Practice W V InP CT Social Studies Inquiry Practice SL S L Language | some wh- questions | | expressed | expressed | 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. | | | that advance and frame inquiry. | | | | |
| | EP5. Build upon the ideas of others and articulate his or her own ideas when working | | | InP.10. Construct and critique valid argun | | | | | |
| uiry F | collaboratively. | | | InP.11. Construct and critique explanation | | | | | |
| Inqu | | | | InP.12-14. Communicate and critique cor InP.15-17. Take informed action. | iciusions. | | | | |
| tice | MP1. Make sense of prob | lems and persevere in solving the | em. | SP4. Analyze and interpret data. | | | | | |
| Pract al Stu | · · · | uments and critique the reasoning | | SP6. Construct explanations and design solutions. | | | | | |
| SP Science F nP CT Socia L Language | MP6. Attend to precision. | | - | SP8. Obtain, evaluate, and communicate information. | | | | | |
| Scie P CT Lang | when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS Standards: | | | | | | | | |
| R R | or information | l. | | | ongoing feedback, including new arguments | | | | |
| | | 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. | | | | | | | |
| | | | | xplicitly draw on that preparation by re | ferring to evidence from texts and other | | | | |
| | | | thoughtful, well-reasoned exchange of | | | | | | |
| | | | | clear goals and deadlines, and establish | n individual roles as needed. | | | | |
| | c. Propel conv | ersations by posing and respondi | ng to questions that probe reasoning a | ind evidence; ensure a hearing for a ful | I range of positions on a topic or issue; | | | | |
| | | | ons; and promote divergent and creat | | | | | | |
| | | | · · | | solve contradictions when possible; and | | | | |
| | | | search is required to deepen the invest | tigation or complete the task. | | | | | |
| | · strongly applies to lite | racy in history/social studies and | science/technical subjects | | | | | | |

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

| | | By the <u>en</u> | <u>nd</u> of each English language pro | ficiency level, an EL can | |
|---|--|--|---|---|--|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| | with prompting and supports, | with prompting and supports, | with guidance and supports, | including relevant general and specific details, concepts, and examples to | including relevant details, concepts, information, and examples to fully |
| | • communicate | deliver short oral presentations | deliver short oral presentationscompose written informational | develop the topic, | develop a topic, |
| | information using words and phrases acquired in conversations, reading, | compose written narratives or informational texts use academic and domain | texts integrate graphics or multimedia, when useful use academic and domain | deliver oral presentations compose written informational texts integrate graphics or multimedia, | deliver oral presentations compose written informational texts integrate graphics or multimedia, |
| d listening | and being read to | specific vocabulary • include key details | specific vocabulary • include relevant general and | when useful use academic and domain specific vocabulary | when usefuluse academic and domain specific vocabulary |
| W Writing SL Speaking and listening | about familiar texts, topics, and experiences | about familiar texts, topics, experiences, or events | some specific details about mix of familiar and new texts, topics, or events | about a variety of texts, topics, or events | about a variety of texts, topics, or eve |
| SL SL | | or more of the following con | | | |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice L Language | EP2. Produce clear and co appropriate to the ta | a range of grade-level complex texts oherent writing in which the develop ask, purpose, and audience. | oment, organization, and style are | InP.6-8. Gather and evaluate a range InP.9. Develop claims and countercl InP.10. Construct and critique valid InP.11. Construct and critique expla InP.12-14. Communicate and critiqu InP.15-17. Take informed action. | aims using evidence. arguments. nations. |
| SP Science F InP CT Socia L Language | | ems and persevere in solving them. uments and critique the reasoning o atics. | | SP6. Construct explanations and de SP8. Obtain, evaluate, and commu | - |
| | | <u> </u> | Grades 11–12 Literacy in Conte | | |
| | a. Introduce a to formatting (e b. Develop the to appropriate to c. Use varied transition of the constraint of the const | opic and organize complex ideas, co .g., headings), graphics (e.g., figures copic thoroughly by selecting the mo o the audience's knowledge of the t ansitions and sentence structures to anguage, domain-specific vocabular yle that responds to the discipline a | ncepts, and information so that each is, tables), and multimedia when useful ost significant and relevant facts, exter copic. Ink the major sections of the text, cruy and techniques such as metaphor, si nd context as well as to the expertise of | nded definitions, concrete details, quotatio eate cohesion, and clarify the relationships mile, and analogy to manage the complexi | s it to create a unified whole; include ns, or other information and examples among complex ideas and concepts. ty of the topic; convey a knowledgeable |
| | perspectives are ad | | lopment, substance, and style are app | ective, such that listeners can follow the lin propriate to purpose, audience, and a rang | |

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

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

| | | By the <u>end</u> o | of each English language profici | ency level, an EL can | |
|--|--|---|---|---|---|
| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| RL Read Literature W Writing SL Speaking and listening | with prompting and supports, verbally or nonverba express an opinion al familiar topic or ever using a limited numb words and phrases acquired in conversa reading, and being reading | topics or events introduce the topic er of give a reason to support the claim provide a concluding statement | 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 of topics or events introduce the topic provide logically ordere or facts that effectively the claim establish a formal style address the counterargi provide a concluding sta section use academic and doma vocabulary | variety of topics or events introduce the claim distinguish it from a counter-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 |
| Read Li Vriting peaking | when engaging in | one or more of the following conter | | , | • |
| MP Math practice SP Science Practice InP CT Social Studies Inquiry Practice Language | to task, pu EP3. Construct EP5. Build upo EP6. Use Englis | lear and coherent writing in which the development walid arguments from evidence and critique in the ideas of others and articulate his or he h structures to communicate context-specif viable arguments and critique reasoning of precision. | the reasoning of others. r own ideas when working collaborativ ic messages. | rely. SP4. Analyz SP7. Engage | op claims and counterclaims using evidence. ake informed action. e and interpret data. e in argument from evidence. n, evaluate, and communicate information. |
| MP Math provide the math of th | WHST.1 Write a a. Int or b. De bo c. Us rea d. Est e. Pro SL.4* Present in opposing tasks. L.6. Acquire an readiness I | ganization that logically sequences the claim velop claim(s) and counterclaims fairly and t th claim(s) and counterclaims in a discipline- e words, phrases, and clauses as well as vari asons, between reasons and evidence, and b cablish and maintain a formal style and object ovide a concluding statement or section that formation, findings, and supporting evidence perspectives are addressed, and the organize | tent. ablish the significance of the claim(s), of (s), counterclaims, reasons, and evider thoroughly, supplying the most relevar appropriate form that anticipates the ed syntax to link the major sections of between claim(s) and counterclaims. ctive tone while attending to the norm to follows from or supports the argumer e, conveying a clear and distinct perspi- ation, development, substance, and str ain-specific words and phrases, sufficient ng vocabulary knowledge when consider | distinguish the claim(s) from nce. nt data and evidence for eac audience's knowledge level the text, create cohesion, a s and conventions of the dis nt presented. ective, such that listeners ca yle are appropriate to purpo | nd clarify the relationships between claim(s) and scipline in which they are writing. an follow the line of reasoning, alternative or ose, audience, and a range of formal and informal aking, and listening at the college and career |

CELP.9-12.4. An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence ...

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

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|--|--|---|---|---|
| shi an • ga pro so • lat | 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 record some data and information. summarize data and information when engaging in one or more of the following content-special | | 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 project answer a question or solv problem gather and synthesize information from multiple and digital sources use advanced search term effectively evaluate the reliability of source analyze and integrate information into a clearly organized oral or written | |
| | EP1. Support analyses of a ra EP4. Build and present know texts. EP5. Build upon the ideas of EP6. Use English structures t MP1. Make sense of problem | ore of the following content-spe ange of grade-level complex texts with ledge from research by integrating, con others and articulate his or her own ide o communicate context-specific messa s and persevere in solving them. ents and critique the reasoning of othe | evidence. mparing, and synthesizing ideas from eas when working collaboratively. ges. | InP.5. Determine helpful sources InP.6-8. Gather and evaluate a ra InP.10. Construct and critique val InP.11. Construct and critique ex InP.12-14. Communicate and criti InP.15-17. Take informed action. SP3. Plan and carry out investiga SP6. Construct explanations and SP8. Obtain, evaluate, and communicate | nge of sources. lid arguments. planations. ique conclusions. ations. I design solutions. |
| WI WI WI | 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 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 an 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. | | | | |

CELP.9-12.5. An EL can conduct research and evaluate and communicate findings to answer questions or solve problems ...

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

RI Read Informational Text RL Read Literature W Writing

EP English Language arts practice MP Math practice SP Science Practice

| Level 1 with prompting and supports, • identify a point an author or a speaker makes | | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|--|--|---|
| | | 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 clain cite specific textual evidence to thoroughly support the analysis |
| EP2. F EP3. (EP4. F EP5. F MP1. f | Produce clear and cohe appropriate to task, pur Construct valid argumen Build and present know texts. Build upon the ideas of Make sense of problem | ore of the following content-spore rent writing in which the development, pose, and audience. Ints from evidence and critique the rease ledge from research by integrating, contour others and articulate his or her own ide s and persevere in solving them. ents and critique reasoning of others. | , organization, and style are soning of others. mparing, and synthesizing ideas from | InP.5. Determine helpful sources t InP.6-8. Gather and evaluate a ran InP.10. Construct and critique valid InP.12-14. Communicate and critic SP1. Ask questions and define pro SP6. Construct explanations and o SP7. Engage in argument from ev SP8. Obtain, evaluate, and comm | ge of sources. d arguments. que conclusions. oblems. design solutions. ridence. |
| when engaging in tasks aligned with History/Social Studies | | ned with the following Grades | Science/Technical Studi | | s in a science or technical text |

CELP.9-12.6. An EL can analyze and critique the arguments of others orally and in writing . . .

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)

| | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---------|---|--|--|--|--|
| • • | th 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 |
| w | hen engaging in one or mo | re of the following content-sp | ecific practices: | • | |
| | organization, and style a audience. | ent writing in which the development, re appropriate to the task, purpose, a o communicate context-specific messa s. | nd InP.9. Develop claims and cour InP.10. Construct and critique | valid arguments. explanations. ritique conclusions. n. e problems. nd design solutions. | ury. |
| W Range | hen engaging in tasks aligr | ed with the following Grades | 11–12 Literacy in Content Area | | |
| | purpose and audience. SL.6* Adapt speech to a variety L.6* Acquire and use accurate level; demonstrate indep | of contexts and tasks, demonstrating y general academic and domain-speci | ng, editing, rewriting, or trying a new a command of formal English when indic fic words and phrases, sufficient for rea rledge when considering a word or phra | cated or appropriate. ading, writing, speaking, and listening a | t the college and career readiness |

CELP.9-12.7. An EL can adapt language choices to purpose, task, and audience when speaking and writing ...

Grades 11-12: Standard 8 (w/Literacy in Content Area Correspondences)

| | 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, | using context, visual aids, | using context, some visual aids, | | using context, increasingly | using context, complex visual aids | | | |
| | and knowledge of morphology in | reference materials, and | reference materials, and a | | complex visual aids, reference | reference materials, and | | | |
| | their native language, | knowledge of morphology in their | developing knowledge of English | | materials, and an increasing | consistent knowledge of English | | | |
| , | | native language, | | ology (e.g., affixes and root , | knowledge of English morphology, | morphology, | | | |
| W Writing SL Speaking and listening | recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions | determine the meaning of frequently occurring words, phrases, and formulaic expressions | determine the meaning of general academic and content- specific words and phrases and frequently occurring expressions | | determine the meaning of general academic and content- specific words and phrases, figurative and connotative language, and a growing number of idematic supressions | determine the meaning of general academic and content specific words and phrases, figurative and connotative language (e.g., irony, hyperbol condition processions) | | | |
| MP Math practice RLF MP Math practice RLF SP Science Practice W V InP CT Social Studies Inquiry Practice SL SI L Language | in texts about familiar topics, experiences, or events experiences, or events | | in texts about familiar topics, experiences, or events | | of idiomatic expressions in texts about a variety of topics, experiences, or events | and idiomatic expressions in texts about a variety of topics experiences, or events | | | |
| | SP8. Obtain, evaluate, and communicate information. | | | | | | | | |
| | when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS Standards: | | | | | | | | |
| | Literature Informational Text 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 | | | | | | | | |

CELP.9-12.8. An EL can determine the meaning of words and phrases in oral presentations and literary and informational text ...

Grades 11-12: Standard 9 (w/Literacy in Content Area Correspondences)

| | Level 1 | Level 2 | ch English language Level 3 | , | Level 4 | Level 5 |
|--|---|--|--|--|--|--|
| RI Read Informational Text RL Read Literature W Writing SL Speaking and listening | 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., <i>first, next, because</i>) provide a concluding statement | with guidance and su introduce and deversion informational topic and details explain a short sequences, process, de comparison and co analysis use common transi and phrases to con ideas, and opinions while, for example, provide a concludir or section | pports, lop an with facts uence of scription, ntrast, or tional words nect events, (e.g., <i>after a</i> <i>as a result</i>) | 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 | when engaging in one or m EP2. Produce clear and coh style are appropriate t MP1. Make sense of problet MP3. Construct viable argur MP4. Model with mathemat | nt, organization, and | InP.11. Construct and critique explanations. InP.12-14. Communicate and critique conclusions. 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) areasons, 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 context. 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 of opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and infasks. 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 | | | | | |

CELP.9-12.9. An EL can create clear and coherent grade-appropriate speech and text . . .

| | | Level 1 Level 2 | | Level 3 | | Level 4 | Level 5 | |
|---|---|-----------------|--|---|---|--|---|--|
| | with prompting and supports, | | with prompting and supports, | with guidance and supports, | | | | |
| tening | number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositionspr ac co phrases, verbs, conjunctions, co phrases, verbs, conjunctions, conjunctions, conjunctions, conjunctions, conjunctions, conjunctions, conjunctions | | use frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences about familiar topics | 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 | |
| W Writing SL Speaking and listening | when engaging in one or more of the following content-spectrum EP2. Produce clear and coherent writing in which the development, appropriate to task, purpose, and audience. EP6. Use English structures to communicate context- specific message MP6. Attend to precision. | | | | InP.12- | 14. Communicate and critique conclus | ions. | |
| | | | | ages. | SP8. Obtain, evaluate, and communicate information. | | ormation | |
| actice | MPb. Attend to precision. | | | | | | | |
| Inquiry Practice | when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area CCS Standards: | | | | | | | |
| SP Science Practice InP CT Social Studies Inqu L Language | 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., <i>Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage</i>) 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. | | | | | | | |
| | | | | | | | | |

CELP.9-12.10. An EL can make accurate use of Standard English to communicate in grade-appropriate speech and writing . . .

CELP Standards Glossary of Terms

<u>Academic language</u>- language required for academic work in the domains of speaking, listening, reading and writing, which varies depending on grade level and content

<u>Academic vocabulary</u>- 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

<u>Claim</u>- a debatable and defensible statement that is the basis for an argument

<u>Cognate</u>- 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.

<u>Collocation</u>- 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.

<u>Content-specific</u>- 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).

<u>Control</u>- 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

<u>ELPD Framework</u>- 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)

<u>EP</u>- 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 <u>Appendix A of</u> the <u>CCS for ELA & Literacy</u>.)

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

Frequently occurring words and phrases- As used in the 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 <u>Top 100 High-Frequency Words</u> (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.

<u>Grade appropriate</u>- 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 <u>Appendix A of the CCS for ELA & Literacy</u> and <u>Defining the Core</u>.)

<u>Guidance</u>- help or advice provided by teacher to students in terms of how to begin, continue, or conclude a task (See note below)

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

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

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

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

Informational text- Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See <u>Appendix</u> 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 <u>Principle 7 in Principles of Instructed Second Language Acquisition</u>.)

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.)

<u>Modeled sentences</u>- 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)

<u>MP</u>- 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 <u>Adding It Up</u> proficiencies (Kilpatrick, Swafford, & Findell, 2001) and the <u>NCTM process standards</u> (NCTM, 2000). They also descend from work on <u>Habits of Mind</u> (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland. For more examples of the Mathematical Practices, see 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.

<u>Organize</u>- 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

<u>Prompting</u>- 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).

<u>Recognize</u>- 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.

<u>**Registers</u>**- 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).</u>

Research projects:

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

Scaffolding- As defined in <u>Appendix A of the CCS ELA & Literacy Standards</u>, this refers to guidance or assistance provided to students by a teacher, another adult, or a more capable peer, enabling the students to perform tasks that they otherwise would not be able to perform alone, with the goal of fostering the students' capacity to perform the tasks on their own later on. Pedagogically, a scaffold is the support offered to students so that they can successfully engage in activity beyond their current ability to perform independently. Specific scaffolds temporarily support the development of understandings as well as disciplinary (and language) practices. Once the development takes place, the scaffolds are removed and new ones may be erected, if needed, to support new needed developmental work. For more information, see Walqui et al. (2013).

<u>Sentence structures</u>- 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.

<u>Simple</u>- 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.

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

<u>Supports</u>- (For the purposes of the CELP standards) research-based, linguistic supports for students of various levels of language proficiency (See note below)

<u>Temporal words</u>- time signal words (e.g. then, next, from then on, in the meantime, etc.)

<u>Variety of topics</u>- 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).

<u>Visual aids</u>- 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 <u>Appendix A of the CCS for ELA & Literacy</u>, p. 33):
 - General academic words and phrases: Vocabulary common to written texts but not commonly a part of speech; as used in the 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 <u>Language standard 6</u> 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.)
 - <u>Three Tiers of Vocabulary</u>:
 - 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.

- o 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.

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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. <u>Language Experience Approach</u> 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, <u>realia</u>, graphic organizers (before, during, and after reading or viewing), and acting out/role playing
- Provide explicit academic vocabulary (see glossary) instruction: <u>word walls</u>, <u>personal dictionaries</u>, bilingual dictionaries/<u>glossaries</u>, picture/<u>video</u> dictionaries, graphic organizers, <u>word cards with pictures</u>, <u>word sorts</u>, etc.
- Encourage the use of a personal wordlist/dictionary
- Make connections to students' prior experiences
- Build <u>background knowledge</u>
- Use <u>scaffolding</u> techniques: jigsaws, think-alouds, graphic organizers, sentence starters/sentence frames (Several examples of sentence frames in <u>math</u>, <u>science</u>, <u>ELA</u>, <u>social studies/history</u>)
- Provide supplementary materials: graphs, models, realia, visuals, <u>materials</u> (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 <u>student discourse</u>: <u>Think-pair-share</u>, partner talk, <u>cooperative learning</u>, <u>philosophical chairs</u>, <u>Socratic seminar</u>, <u>intentional grouping of students</u>, <u>numbered heads together</u>
- Learn about the <u>cultures and languages</u> of your students.
- Provide content that is diverse and <u>relevant to students</u> and demonstrates a value for all cultures, languages, and multiple viewpoints
- Post content objectives and <u>language objectives</u>
- 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. <u>Language Experience Approach</u> 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 <u>background knowledge</u>
- Provide multiple opportunities to repeat and practice language
- Provide multiple and varied opportunities for practice with pronunciation
- Use manipulatives, <u>realia</u> 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, <u>realia</u>, 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 <u>sentence starters/sentence frames</u>
- Allow for <u>dictation</u>
- 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. <u>Language Experience Approach</u> or shared writing) for reference in future lessons
- Use visuals or realia to support multi-step directions
- Teach explicit phonemic and phonetic awareness
- Reinforce <u>concepts of print</u> 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, <u>realia</u>, 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 <u>scaffolding</u> 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 <u>math</u>, <u>science</u>, <u>ELA</u>, <u>social studies/history</u>)
- 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 <u>student discourse</u>: <u>Think-pair-share</u>, partner talk, <u>cooperative learning</u>, <u>philosophical chairs</u>, <u>Socratic seminar</u>, <u>intentional grouping of students</u>, <u>numbered heads together</u>
- 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. <u>Language Experience Approach</u> 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, <u>realia</u>, 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 <u>scaffolding</u> techniques: jigsaws, <u>think-alouds</u>, graphic organizers, sentence starters/sentence frames (Several examples of sentence frames in <u>math</u>, <u>science</u>, <u>ELA</u>, <u>social studies/history</u>)
- 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 <u>register</u>—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 <u>student discourse</u>: <u>Think-pair-share</u>, partner talk, <u>cooperative learning</u>, <u>philosophical chairs</u>, <u>Socratic seminar</u>, intentional grouping of students, <u>numbered heads together</u>

Linguistic Supports for Level 4 & 5 Students:

- Create a shared history through a collection of classroom experiences (e.g. <u>Language Experience Approach</u> or shared writing) for reference in future lessons
- Provide frequent and varied opportunities for <u>student discourse</u>: <u>Think-pair-share</u>, partner talk, <u>cooperative learning</u>, <u>philosophical chairs</u>, <u>Socratic seminar</u>, <u>intentional grouping of students</u>, <u>numbered heads together</u>
- 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 <u>https://www.teachingchannel.org/blog/2013/10/25/video-playlist-ell-instruction/</u>

Video of writing lesson <u>https://www.teachingchannel.org/videos/jumpstart-student-writing</u>

Strategies with video links https://www.teachingchannel.org/blog/2013/10/25/strategies-for-ell-instruction/

Foundational reading skills <u>http://www.fcrr.org/for-educators/sca.asp</u>

Text dependent questions for ELs <u>http://www.dsfconsulting.net/creating-text-dependent-questions-ells-examples-second-grade/</u>

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 <u>http://www.readingrockets.org/article/english-language-learners-and-five-essential-components-reading-instruction</u>

Strategies for middle school <u>http://www.northeastcompcenter.org/common-core-ela-and-english-language-learners-instructional-strategies-for-</u>middle-school-teachers/

Links to websites that support literacy instruction for ELs <u>http://larryferlazzo.edublogs.org/2008/01/26/the-best-websites-for-intermediate-readers/</u>

Reading comprehension strategies for ELs <u>http://www.ascd.org/ascd-express/vol5/511-breiseth.aspx</u>

Additional Resources for English Learners in Mathematics Classrooms:

NCTM position statement on ELs http://www.nctm.org/ELLMathematics/

Teaching resources with units for ELs <u>http://ell.stanford.edu/teaching_resources/math</u>

Instructional supports with lesson ideas for the middle grades with Spanish translation of tasks <u>http://mathandlanguage.edc.org/mathematics-tasks</u>

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 <u>http://www.colorincolorado.org/article/30570/</u>

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 <u>http://txcc.sedl.org/events/previous/092806/8ExplorStrats/mell-teacher-guide.pdf</u>

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 <u>https://www.youtube.com/watch?v=gUfpnlbq4TA</u>

Math Resources Continued

Teaching elementary math to ELs <u>http://teachelemmath.weebly.com/english-language-learners.html</u> Washington Association for Bilingual Education Math for ELs <u>http://wabewa.org/math-for-ells</u> Resources for teaching math to ELs <u>http://www.dsfconsulting.net/resources-teaching-ccss-mathematics-ells/</u> Math vocabulary cards <u>http://www.graniteschools.org/mathvocabulary/</u>

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 <u>http://www.cal.org/create/publications/briefs/improving-science-and-vocabulary-learning-of-english-language-learners.html</u>

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 <u>http://ell.stanford.edu/sites/default/files/pdf/academic-papers/03-</u> 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 <u>http://www.wested.org/online_pubs/Carr_Science_chapter1.pdf</u>

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=z19luxxlE7M

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 <u>http://larryferlazzo.edublogs.org/2008/03/07/the-best-websites-for-learning-teaching-geography/</u>

Background and strategies for ELs in social studies <u>http://steinhardt.nyu.edu/scmsAdmin/uploads/004/740/NYU_PTE_SocialStudies_for_ELLS_Oct2009.pdf</u>

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 <u>http://www.azed.gov/english-language-learners/files/2011/11/english-language-development-</u> <u>strategies-in-social-studies.pdf</u>

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 <u>https://www.teachingchannel.org/videos/building-analysis-skills-special-ed-getty</u>

Differentiating Instruction for SPED ELs <u>http://www.amnh.org/learn-teach/english-language-learners/differentiating-instruction-for-special-education-ell-students</u>

Consdierations before evaluation of a student <u>http://www.misd.net/bilingual/ellsandspedcal.pdf</u>

Resources http://www.nea.org/assets/docs/HE/mf http://www.nea.org/assets/docs/HE/mf

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 <u>http://www.nasponline.org/publications/cq/pdf/V38N7_CulturallyCompetentAssessment.pdf</u>

Determining referrals <u>http://www.dcsig.org/files/DeterminingAppropriateReferralsOfEnglishLanguageLearnersToSpecialEducation.pdf</u>

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 <u>http://www.ellteacherpros.com/recommendations/physical-education/</u>

Teaching ELs in music courses <u>http://www.nafme.org/english-language-learners-in-music-class/</u>

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 <u>http://capellct.org/documents/CAPELLSRBI-ELLHandbook-June2012_000.pdf</u>

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

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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.