



Louisiana
STUDENT
STANDARDS
CONNECTORS FOR
ENGLISH LEARNERS (ELS)



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 DEPARTMENT of
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Louisiana Believes

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DEVELOPMENT OF K-12 LOUISIANA CONNECTORS FOR ENGLISH LANGUAGE LEARNERS

The Louisiana Connectors for English language learners were informed by WestEd and the Understanding Language Initiative at Stanford University with input by hundreds of parents and teachers from across the state. The new set of English Language Proficiency (ELP) Connectors 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 aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools.

The 10 Connectors (expectations) highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science¹. The five English Language Proficiency (ELP) levels for each of the Connectors 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?”**

GUIDING PRINCIPLES

1. Potential

ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate 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 ELLs] 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 Connectors, 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 ELLs 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.

5. Students with Limited or Interrupted Formal Education

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). "Reading: Foundational Skills" (NGA Center & CCSSO, 2010).

6. Special Needs

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

7. Access Supports and Accommodations

Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Connectors. When identifying the access 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. (See footnote in Table 2 for more information.)

8. Multimedia, Technology, and New Literacies

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

DESIGN FEATURES OF THE CONNECTORS

The 10 ELP Connectors are designed for collaborative use by 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 ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

The levels 1–5 descriptors for each of the 10 ELP Connectors describe targets for EL performance by the **end** of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP Connector, 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 know and can do at a particular stage of English language development (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

Organization of the ELP Connectors

For the purposes of clarity, the 10 ELP Connectors are organized according to a schema that represents each Connector’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).

Table 1. Organization of the ELP Connectors 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, 2 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

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

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

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

Alternate Organization of the ELP Connectors

The ELP Connectors might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive¹, 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. (Connectors 9 and 10 address the linguistic structures of English and are framed in relation to the Louisiana Student Standards for ELA Language domain.)

Modalities	Domains	Corresponding ELP Connector	
Receptive² modalities: This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not	Listening and Reading	1	construct meaning from oral presentations and literary and informational through grade-appropriate listening, reading and viewing
		8	determine the meaning of words and phrases in oral presentations and literary and informational text
Productive Modalities: The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3	speak and write about grade-appropriate complex literary and informational texts and topics
		4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7	adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading and Writing	2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions
		5	Conduct research and evaluate and communicate findings to answer questions or solve problems
		6	analyze and critique the arguments of others orally and in writing

¹ 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).

² The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for ELs with certain types of disabilities. When identifying the access supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans, it is particularly useful to consider ELL needs in relation to broader receptive, productive, and interactive modalities when listening, speaking, reading, or writing are not the explicit focus of the construct(s) being instructed or assessed.

As ELs learn and practice English in the classroom, they simultaneously interact with grade-level academic content. The ELP Connectors describe higher expectations for ELs by integrating language development with appropriate academic content by grade. The Connectors describe how language is used to meet the rigorous content demands in each grade and how ELs progress toward English language proficiency.

Feature	#	ELP Connector	Modality "channel" of Communication	Domain			
				Listening Comp.	Oral Production	Reading Comp.	Written Production
Language Necessary for Engagement in Content Area Practices FUNCTION	3	speak and write about grade-appropriate complex literary and informational texts and topics	Productive -planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast.		X		X
	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence					
	7	adapt language choices to purpose, task, and audience when speaking and writing					
	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Interactive -emphasizes the need for ELs to meaningfully engage with their peers, instructors, and source materials during content area instruction	X	X	X	X
	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					
	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Receptive - reader and listener/viewer working with authentic written or oral documents where language input is meaningful and content laden	X	X		
Micro-Linguistics Features- FORMS	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	Standards 9 and 10 address the linguistic structures of English and are framed in relation to the Louisiana Student Standards for ELA Language domain.				
	10	make accurate use of standard English to communicate in grade appropriate speech and writing					

Connectors 1 and 2

Kindergarten

ELP Connector		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 support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds and oral presentations of information or stories.	with prompting and support (including context and visual aids), use an emerging set of strategies to: • identify some key words and phrases from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories • retell events from read-alouds, picture books, and oral presentations.	with prompting and support (including context and visual aids), use a wide range of strategies to: • identify main topics • answer questions about key details • retell familiar stories from read-alouds, picture books, and oral presentations.
	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.	• listen with limited participation in short conversations • respond to simple yes/no and some wh questions about familiar topics.	• participate in short conversations • respond to simple yes/no and wh-questions about familiar topics.	• participate in short conversations • follow some rules for discussion • respond to simple yes/no and wh-questions about familiar topics.	• participate in conversations and discussions • ask and answer simple questions • follow increasing number of rules for discussion about a variety of topics.	• participate in conversations and discussions • ask and answer questions • follow rules for discussion about a variety of topics.

Connectors 3 and 4

Kindergarten

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.3	<p>An EL can...</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> tell or dictate simple messages 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events.
K.4	<p>An EL can...</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control.

Connectors 5 and 6

Kindergarten

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.5	An EL can... conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • recall information from experience or from a provided source.	with prompting and support from adults, • recall information from experience or use information from a provided source to answer a question.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing developing control.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control.
	An EL can... analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, • identify a reason an author or speaker gives to support a point.	with prompting and support, • identify appropriate reasons an author or speaker gives to support main points

Connectors 7 and 8

Kindergarten

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.7	An EL can... adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
K.8	An EL can... determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read alouds about familiar topics, experiences, or events. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read alouds about a variety of topics, experiences, or events. 	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read alouds about a variety of topics, experiences, or events

Connectors 9 and 10

Kindergarten

ELP Connector		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.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids, context), • retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then).	with support (including visual aids, context), • retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words.	with support (including visual aids), • retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.
	An EL can... make accurate use of standard English to communicate in grade appropriate speech and writing	with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple questions	with support (including context and visual aids), • recognize and use frequently occurring nouns, verbs, and short phrases • respond to yes/no and wh- questions • produce a few simple sentences in shared language activities	with support (including context and visual aids), • 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 support (context and visual aids), • 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 increasing independence, • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer interrogatives (wh questions) • produce and expand simple sentences in shared language activities.

Connectors 1 and 2

Grade One

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

Connectors 3 and 4

Grade One

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	<p>An EL can...</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> communicate simple messages <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts <p>about familiar topics, stories, experiences, or events</p>	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>including a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>
1.4	<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express a preference or opinion 	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> express an opinion give a reason for the opinion about familiar stories, experiences, or events. 	<ul style="list-style-type: none"> express opinions give a reason for the opinion about a variety of texts topics, experiences, and events. 	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events.

Connectors 5 and 6

Grade One

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.5	An EL can... conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information label information from provided sources showing limited control.	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize some key information from provided sources showing emerging control.	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information from provided sources showing developing control.	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing increasingly independent control.	with prompting and support from adults, <ul style="list-style-type: none"> participate in shared research projects gather information summarize information answer a question from provided sources showing independent control.
1.6	An EL can... analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, <ul style="list-style-type: none"> identify a reason an author or a speaker gives to support a point. 	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point 	<ul style="list-style-type: none"> identify reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> identify appropriate reasons an author or a speaker gives to support the main point.

Connectors 7 and 8

Grade One

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.7	An EL can... adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 2.]	[Standard introduced at Level 2.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time <ul style="list-style-type: none"> use words learned through conversations, reading, and being read to.
1.8	An EL can... determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and readalouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), <ul style="list-style-type: none"> answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and readalouds about familiar topics, experiences, or events.	using sentence-level context and visual aids, <ul style="list-style-type: none"> answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases 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, <ul style="list-style-type: none"> 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), <ul style="list-style-type: none"> 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.

Connectors 9 and 10

Grade One

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

Connectors 1 and 2

Grade Two - Three

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	<p>An EL can...</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases • identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic or message • answer questions • retell some key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • tell how key details support the main idea • retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>
2-3.2	<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • listen to and occasionally participate in short conversations • respond to simple yes/no and some wh-questions. <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short discussions and written exchanges • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • contribute his or her own ideas <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • express his or her own ideas <p>about a variety of topics and texts</p>

Connectors 3 and 4

Grade Two - Three

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	<p>An EL can...</p> <p>speak and write about grade appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events</p>	<p>with some details,</p> <ul style="list-style-type: none"> deliver oral presentation compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>
2-3.4	<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic or story</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>

Connectors 5 and 6

Grade Two – Three

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.5	<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • gather information from provided sources • label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/ observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories. 	<ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into categories.
2-3.6	<p>An EL can...</p> <p>analyze and critique the arguments of others orally and in writing . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> • tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> • tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> • describe how reasons support the specific points an author or a speaker makes.

Connectors 7 and 8

Grade Two – Three

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.7	<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing.</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts
2-3.8	<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events. Expressions</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events</p>

Connectors 9 and 10

Grade Two – Three

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

Connectors 1 and 2

Grade Four - Five

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	<p>An EL can...</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentation</p>
4-5.2	<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts.

Connectors 3 and 4

Grade Four - Five

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	<p>An EL can...</p> <p>speak and write about grade appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
4-5.4	<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.

Connectors 5 and 6

Grade Four - Five

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.5	<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
4-5.6	<p>An EL can...</p> <p>analyze and critique the arguments of others orally and in writing.</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.

Connectors 7 and 8

Grade Four – Five

ELP Connector		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	<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
4-5.8	<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>

Connectors 9 and 10

Grade Four - Five

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

Connectors 1 and 2

Grade Six - Eight

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	<p>An EL can...</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple written texts 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic in oral communications and simple written texts • retell a few key details. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the central idea or theme in simple oral presentations or written text • explain how the theme is supported by specific details • summarize part of the text 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in oral presentations or written text • explain how the central ideas/themes are developed by supporting ideas or evidence • summarize a text
6-8.2	<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions</p>	<ul style="list-style-type: none"> • participate in short conversational and written exchanges on familiar topics • present simple information • respond to simple questions and some wh questions. 	<ul style="list-style-type: none"> • participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh questions. 	<p>participate in conversations, discussions, and written exchanges on familiar topics and texts</p> <ul style="list-style-type: none"> • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed. 	<p>participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues</p> <ul style="list-style-type: none"> • 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

Connectors 3 and 4

Grade Six – Eight

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.3	An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, and experiences 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience 	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences
	An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.

Connectors 5 and 6

Grade Six – Eight

ELP Connector		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	<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<p>gather information from provided sources</p> <ul style="list-style-type: none"> record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
6-8.6	<p>An EL can...</p> <p>analyze and critique the arguments of others orally and in writing.</p>	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<p>identify the main argument an author or a speaker makes</p> <ul style="list-style-type: none"> identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.

Connectors 7 and 8

Grade Six – Eight

ELP Connector		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.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>With ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.
6-8.8	An EL can... determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events. 	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events. 	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events. 	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events. 	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.

Connectors 9 and 10

Grade Six – Eight

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.9	An EL can... create clear and coherent grade appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., next, because, and, also) • provide a concluding statement with emerging control.	• recount a short sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with a few facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) • provide a conclusion with developing control.	recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) • provide a concluding section with increasingly independent control.	• recount a complex sequence of events or steps in a process, with a beginning, middle, and end • introduce and effectively develop an informational topic with facts and details • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section.
	6-8.10	An EL can... make accurate use of standard English to communicate in grade appropriate speech and writing.	• recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and sentences), • use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with support (including modeled sentences), • use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases • 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 • place phrases and clauses within a sentence • recognize and correct most misplaced and dangling modifiers • produce and expand simple, compound, and complex sentences.

Connectors 1 and 2

Grade Nine - Twelve

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	<p>An EL can...</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
9-12.2	<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversational and written exchanges on familiar topics • present information • respond to simple yes/no questions and some wh- questions. 	<ul style="list-style-type: none"> • participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • support points with specific and relevant evidence • ask and answer questions to clarify ideas and conclusions • summarize the key points expressed. 	<ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly and persuasively • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe reasoning and claims • summarize the key points and evidence discussed.

Connectors 3 and 4

Grade Nine - Twelve

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	<p>An EL can...</p> <p>speak and write about grade appropriate complex literary and informational texts and topics.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate information about familiar texts, topics, and experiences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of 	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.
9-12.4	<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<p>construct a claim about familiar topics</p> <ul style="list-style-type: none"> introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counterclaim 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.

Connectors 5 and 6

Grade Nine - Twelve

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

Connectors 7 and 8

Grade Nine - Twelve

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

Connectors 9 and 10

Grade Nine - Twelve

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

- Grade Level ELP Connectors: At a Glance
- K-12 Practices Matrix
- Grade Level ELA Standards Matrices
- Grade Level ELP Connectors with Correspondences to ELA Standards
- Grade Level Literacy Standards Matrices
- Grade Level ELP Connectors with Correspondences to Literacy Standards
- Dr. Jim Cummins Quadrant Graphic
- Language Functions and Forms
- Task Analysis Tool

Kindergarten: Louisiana Connectors For English Learners: At A Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words <p>from read-alouds and oral presentations of information or stories.</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify some key words and phrases <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> identify main topics ask and answer questions about key details <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> identify main topics answer questions about key details or parts of stories retell events <p>from read-alouds, picture books, and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> identify main topics answer questions about key details retell familiar stories <p>from read-alouds, picture books, and oral presentations.</p>
K.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion <p>about a variety of topics.</p>	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion <p>about a variety of topics.</p>
K.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> communicate information or feelings <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> tell or dictate simple messages <p>about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> make simple oral presentations compose short written texts <p>about a variety of topics, experiences, or events.</p>
K.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express a feeling or opinion <p>about a familiar topic</p> <p>showing limited control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic</p> <p>showing emerging control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a familiar topic or story</p> <p>showing developing control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories</p> <p>showing increasing control.</p>	<ul style="list-style-type: none"> express an opinion or preference <p>about a variety of topics or stories</p> <p>showing increasing control.</p>
K.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p>
K.6	<p>An ELL can . . .</p> <p>analyze and critique the arguments of others orally and in writing.</p>	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify a reason an author or speaker gives to support a point. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> identify appropriate reasons an author or speaker gives to support main points.
K.7	<p>An ELL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing.</p>	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
K.8	<p>An ELL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases <p>in simple oral presentations and read-alouds about familiar topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases <p>in simple oral presentations and read-alouds about a variety of topics, experiences, or events.</p>
K.9	<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text.</p>	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words.
K.10	<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences <p>in shared language activities.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities.</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences <p>in shared language activities.</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh-questions) produce and expand simple sentences <p>in shared language activities.</p>

Grade 1: Louisiana Connectors For English Learners: At A Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations.	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations.
	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• listen to short conversations • respond to simple yes/no and some wh- questions about familiar topics.	• participate in short conversations • take turns • respond to simple yes/no and wh- questions about familiar topics.	• participate in short discussions, conversations, and short written exchanges • follow rules for discussion • ask and answer simple questions about familiar topics.	• participate in discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • respond to the comments of others • make comments of his or her own about a variety of topics and texts.	• participate in extended discussions, conversations, and written exchanges • follow rules for discussion • ask and answer questions • build on the comments of others • contribute his or her own comments about a variety of topics and texts.
1.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information or feelings about familiar topics or experiences.	• communicate simple messages about familiar topics, experiences, or events.	• deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events.	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events.	including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events.
	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express a preference or opinion about familiar topics or experiences.	• express an opinion about familiar topics, experiences, or events.	• express an opinion • give a reason for the opinion about familiar stories, experiences, or events.	• express opinions • give a reason for the opinion about a variety of texts topics, experiences, and events.	• express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events.
1.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • participate in shared research projects • gather information • label information from provided sources showing limited control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information from provided sources showing developing control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control.
	An ELL can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, • identify a reason an author or a speaker gives to support a point.	• identify one or two reasons an author or a speaker gives to support the main point.	• identify reasons an author or a speaker gives to support the main point.	• identify appropriate reasons an author or a speaker gives to support the main point.
1.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	• show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	• show awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.	• shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to.
	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and sometimes ask 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 sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of 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 <i>-ed</i> , <i>-ing</i> , and some common prefixes), • 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.
1.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), • retell an event • present simple information with emerging control of some frequently occurring linking words.	with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., <i>first</i> , <i>then</i>).	• recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., <i>next</i> , <i>after</i>), and some frequently occurring linking words (<i>and</i> , <i>so</i>).	• recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).
	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions.	with support (including visual aids and sentences) • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., <i>and</i> , <i>but</i> , <i>or</i>) • produce simple sentences.	with support (including modeled sentences), • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple sentences in response to prompts.	• use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences in response to prompts.	• use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences in response to prompts.

Grades 2-3: Louisiana Connectors for English Learners: At A Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: <ul style="list-style-type: none">identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: <ul style="list-style-type: none">identify some key words and phrasesidentify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: <ul style="list-style-type: none">identify the main topic or messageanswer questionsretell some key details from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: <ul style="list-style-type: none">determine the main idea or messageidentify or answer questions about some key details that support the main idea/messageretell a variety of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: <ul style="list-style-type: none">determine the main idea or messagetell how key details support the main idearetell a variety of stories from read-alouds, written texts, and oral communications.
2-3.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none">listen to and occasionally participate in short conversationsrespond to simple yes/no and some wh- questions. about familiar topics.	<ul style="list-style-type: none">participate in short conversations, discussions, and written exchangestake turnsrespond to simple yes/no and wh- questions about familiar topics.	<ul style="list-style-type: none">participate in short discussions and written exchangesfollow the rules for discussionask questions to gain information or clarify understandingrespond to the comments of otherscontribute his or her own comments about familiar topics and texts.	<ul style="list-style-type: none">participate in discussions, conversations, and written exchangesfollow the rules for discussionask and answer questionsbuild on the ideas of otherscontribute his or her own ideas about a variety of topics and texts.	<ul style="list-style-type: none">participate in extended discussions, conversations, and written exchangesfollow the rules for discussionask and answer questionsbuild on the ideas of othersexpress his or her own ideas about a variety of topics and texts.
2-3.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none">communicate simple information about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none">deliver simple oral presentationscompose written texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none">deliver short oral presentationscompose written narrativescompose informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none">deliver short oral presentationscompose written narrativescompose informational texts about a variety of texts, topics, experiences, or events.	<ul style="list-style-type: none">with some details,deliver oral presentationscompose written narrativescompose informational texts about a variety of texts, topics, experiences, or events.
2-3.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none">express an opinion about a familiar topic.	<ul style="list-style-type: none">express an opinion about a familiar topic or story.	<ul style="list-style-type: none">express an opiniongive one or more reasons for the opinion about a familiar topic or story.	<ul style="list-style-type: none">introduce a topicexpress opinionsgive several reasons for the opinions about a variety of topics.	<ul style="list-style-type: none">introduce a topicexpress opinionsgive several reasons for the opinionsprovide a concluding statement about a variety of topics.
2-3.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projectsgather information from provided sourceslabel information.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projectsrecall information from experiencegather information from provided sourcesrecord some information/observations in simple notes.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projectsrecall information from experiencegather information from provided sourcesrecord information/ observations in orderly notes.	with prompting and support, <ul style="list-style-type: none">carry out short individual or shared research projects,recall information from experiencegather information from multiple sourcessort evidence into provided categories.	<ul style="list-style-type: none">carry out short individual or shared research projects,recall information from experiencegather information from multiple sourcessort evidence into categories.
2-3.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	with prompting and support, <ul style="list-style-type: none">use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, <ul style="list-style-type: none">identify a reason an author or a speaker gives to support the main point.	<ul style="list-style-type: none">tell how one or two reasons support the main point an author or a speaker makes.	<ul style="list-style-type: none">tell how one or two reasons support the specific points an author or a speaker makes.	<ul style="list-style-type: none">describe how reasons support the specific points an author or a speaker makes.
2-3.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none">recognize the meaning of some words learned through conversations, reading, and being read to.	<ul style="list-style-type: none">show increasing awareness of differences between informal “playground speech” and language appropriate to the classroomuse some words learned through conversations, reading, and being read to.	<ul style="list-style-type: none">compare examples of the formal and informal use of English(at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	<ul style="list-style-type: none">adapt language choices, as appropriate, to formal and informal contexts(at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions.	<ul style="list-style-type: none">adapt language choices, as appropriate, to formal and informal contexts(at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
2-3.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none">ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none">determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expression in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), <ul style="list-style-type: none">determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions(at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), <ul style="list-style-type: none">determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions(at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.
2-3.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none">communicate simple information about an event or topicuse a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), <ul style="list-style-type: none">communicate simple information about a topicrecount two events in sequenceuse frequently occurring linking words (e.g., and, then) with emerging control.	with support (including modeled sentences), <ul style="list-style-type: none">present a few pieces of information about a topicrecount a short sequence of eventsuse common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.	with increasingly independent control, <ul style="list-style-type: none">introduce an informational topicpresent facts about the topicrecount a sequence of events, using temporal words (before, after, soon)use linking words (e.g., because, and, also) to connect ideas or events.	with independent control, <ul style="list-style-type: none">introduce an informational topicpresent facts about the topicuse temporal words to recount a coherent sequence of events,use linking words (e.g., because, and, also) to connect ideas and eventsprovide a concluding statement about the topic.
2-3.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none">understand and use a small number of frequently occurring nouns and verbsrespond to simple questions.	with support (including visual aids and modeled sentences), <ul style="list-style-type: none">recognize and use some frequently occurring collective nouns (e.g. group)recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctionsproduce simple sentences in response to prompts.	with support (including modeled sentences), <ul style="list-style-type: none">use some collective nounsuse the past tense of some frequently occurring irregular verbsuse some frequently occurring adjectives, adverbs, and conjunctionsproduce and expand simple and some compound sentences.	<ul style="list-style-type: none">use collective nounsuse the past tense of frequently occurring irregular verbsuse an increasing number of adjectives, adverbs, and conjunctionsproduce and expand simple, compound, and (at Grade 3) a few complex sentences.	<ul style="list-style-type: none">use collective and commonly occurring abstract nouns (e.g. childhood)use the past tense of frequently occurring irregular verbsuse coordinating and commonly used subordinating conjunctions, adjectives, and adverbsproduce and expand simple, compound, and (at Grade 3) some complex sentences.

Grades 4-5: Louisiana Connectors For English Learners: At A Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentations.
4-5.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh- questions about familiar topics.	• participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh- questions about familiar topics and texts.	• participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions about familiar topics and texts.	• participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence about a variety of topics and texts.	• participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed about a variety of topics and texts.
4-5.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, events, or objects in the environment.	• deliver short oral presentations • compose written texts about familiar texts, topics, and experiences.	including a few details, • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, and experiences.	including some details, • deliver short oral presentations • compose written narratives or informational texts about a variety of texts, topics, and experiences.	including details and examples to develop a topic, • deliver oral presentations • compose written narrative or informational texts about a variety of texts, topics, and experiences.
4-5.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a simple claim about a familiar topic • give a reason to support the claim.	• construct a claim about familiar topics • introduce the topic • provide a few reasons or facts to support the claim.	• construct a claim about a variety of topics • introduce the topic • provide several reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts to support the claim • provide a concluding statement.
4-5.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	• recall information from experience • gather information from a few provided sources • label some key information.	• recall information from experience • gather information from provided sources • record some information.	• recall information from experience • gather information from print and digital sources to answer a question • identify key information in orderly notes.	• recall information from experience • gather information from print and digital sources to answer a question • record information in organized notes, with charts, tables, or other graphics, as appropriate • provide a list of sources.	• recall information from experience • gather information from print and digital sources • summarize key ideas and information in detailed and orderly notes, with graphics as appropriate • provide a list of sources.
4-5.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	• identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker.	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	• describe how reasons support the specific points an author or speaker makes or fails to make.	• explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points.
4-5.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices to different social and academic contents • use some words learned through conversations, reading, and being read to.	with developing control, • adapt language choices according to purpose, task, and audience • use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, • adapt language choices and style (includes register) according to purpose, task, and audience • use a wider range of general academic and content-specific words and phrases in speech and writing.	• adapt language choices and style according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing.
4-5.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • 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, • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.
4-5.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., and, then) with emerging control.	with support (including modeled sentences), • introduce an informational topic • present one or two facts about the topic • recount a short sequence of events in order • use an increasing range of temporal and other linking words (e.g., next, because, and, also) • provide a concluding statement with developing control.	• introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) • provide a conclusion with increasingly independent control.	• introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section.
4-5.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	with support (including modeled sentences), • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce and expand simple and compound sentences.	• 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.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences.

Grades 6-8: Louisiana Connectors For English Learners: At A Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple written texts. 	use an emerging set of strategies to: <ul style="list-style-type: none"> identify the main topic in oral communications and simple written texts retell a few key details. 	use a developing set of strategies to: <ul style="list-style-type: none"> determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: <ul style="list-style-type: none"> determine two or more central ideas or themes in oral presentations or written text explain how the central ideas/themes are supported by specific textual details summarize a simple text. 	use a wide range of strategies to: <ul style="list-style-type: none"> determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text.
6-8.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present simple information respond to simple questions and some wh-questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics and texts build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.
6-8.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, and experiences</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts develop texts with some details <p>about familiar texts, topics, and experiences.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with some specific details <p>about a variety of texts, topics, and experience.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information <p>about a variety of texts, topics, and experiences.</p>
6-8.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
6-8.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul style="list-style-type: none"> gather information from a few provided sources label collected information. 	<ul style="list-style-type: none"> gather information from provided sources record some data and information. 	<ul style="list-style-type: none"> gather information from multiple provided print and digital sources summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as appropriate cite sources. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations. 	<ul style="list-style-type: none"> gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
6-8.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	<ul style="list-style-type: none"> analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> analyze and evaluate the argument and specific claims made in texts or speech/ presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.
6-8.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned <p>through conversations, reading, and being read to.</p>	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	<p>with developing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	<p>with ease,</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.
6-8.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words and simple phrases. <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) <p>in texts about a variety of topics, experiences, or events.</p>
6-8.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., next, because, and, also) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion with developing control. 	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) provide a concluding section with increasingly independent control. 	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
6-8.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	<ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and sentences),</p> <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

Grades 9-12: Louisiana Connectors For English Learners: At A Glance

ELP Connector		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	An ELL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: <ul style="list-style-type: none">identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: <ul style="list-style-type: none">identify the main topicretell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: <ul style="list-style-type: none">determine the central idea or theme in oral presentations and written textsexplain how the theme is developed by specific details in the textssummarize part of the text.	use an increasing range of strategies to: <ul style="list-style-type: none">determine two central ideas or themes in oral presentations and written textsanalyze the development of the themes/ideascite specific details and evidence from the texts to support the analysissummarize a simple text.	use a wide range of strategies to: <ul style="list-style-type: none">determine central ideas or themes in presentations and written textsanalyze the development of the themes/ideascite specific details and evidence from the texts to support the analysissummarize a text.
9-12.2	An ELL can . . . participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	<ul style="list-style-type: none">participate in short conversational and written exchanges on familiar topicspresent informationrespond to simple yes/no questions and some wh-questions.	<ul style="list-style-type: none">participate in short conversational and written exchanges on familiar topics and textspresent information and ideasrespond to simple questions and wh-questions.	<ul style="list-style-type: none">participate in conversations, discussions, and written exchanges on familiar topics, texts, and issuesbuild on the ideas of othersexpress his or her own ideasask and answer relevant questionsadd relevant information and evidencerestate some of the key ideas expressed.	<ul style="list-style-type: none">participate in conversations, discussions, and written exchanges on a range of topics, texts, and issuesbuild on the ideas of othersexpress his or her own ideas clearlysupport points with specific and relevant evidenceask and answer questions to clarify ideas and conclusionssummarize the key points expressed.	<ul style="list-style-type: none">participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issuesbuild on the ideas of othersexpress his or her own ideas clearly and persuasivelyrefer to specific and relevant evidence from texts or research to support his or her ideasask and answer questions that probe reasoning and claimssummarize the key points and evidence discussed.
9-12.3	An ELL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with support (including modeled sentences), <ul style="list-style-type: none">communicate information about familiar texts, topics, and experiences.	with support (including modeled sentences), <ul style="list-style-type: none">deliver short oral presentationscompose written narratives or informational texts about familiar texts, topics, experiences, or events.	with support (including modeled sentences), <ul style="list-style-type: none">deliver short oral presentationscompose written informational textsdevelop the topic with a few details written or oral report about familiar texts, topics, or events.	<ul style="list-style-type: none">deliver oral presentationscompose written informational textsdevelop the topic with some relevant details, concepts, examples, and informationintegrate graphics or multimedia when useful about a variety of texts, topics, or events.	<ul style="list-style-type: none">deliver oral presentationscompose written informational textsfully develop the topic with relevant details, concepts, examples, and informationintegrate graphics or multimedia when useful about a variety of texts, topics, or events.
9-12.4	An ELL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none">express an opinion about a familiar topic.	<ul style="list-style-type: none">construct a claim about familiar topicsintroduce the topicgive a reason to support the claimprovide a concluding statement.	<ul style="list-style-type: none">construct a claim about familiar topicsintroduce the topicprovide sufficient reasons or facts to support the claimprovide a concluding statement.	<ul style="list-style-type: none">construct a claim about a variety of topicsintroduce the topicprovide logically ordered reasons or facts that effectively support the claimprovide a concluding statement.	<ul style="list-style-type: none">construct a substantive claim about a variety of topicsintroduce the claimdistinguish it from a counter-claimprovide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claimprovide a conclusion that summarizes the argument presented.
9-12.5	An ELL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<ul style="list-style-type: none">gather information from a few provided print and digital sourceslabel collected information, experiences, or events.	<ul style="list-style-type: none">gather information from provided print and digital sourcessummarize data and information.	<ul style="list-style-type: none">carry out short research projects to answer a questiongather information from multiple provided print and digital sourcesevaluate the reliability of each sourceparaphrase key information in a short written or oral reportinclude illustrations, diagrams, or other graphicsprovide a list of sources.	<ul style="list-style-type: none">carry out both short and more sustained research projects to answer a questiongather and synthesize information from multiple print and digital sourcesuse search terms effectivelyevaluate the reliability of each sourceintegrate information into an organized oral or written reportcite sources appropriately.	<ul style="list-style-type: none">carry out both short and more sustained research projects to answer a question or solve a problemgather and synthesize information from multiple print and digital sourcesuse advanced search terms effectivelyevaluate the reliability of each sourceanalyze and integrate information into a clearly organized oral or written textcite sources appropriately.
9-12.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none">identify a point an author or a speaker makes.	<ul style="list-style-type: none">identify the main argument an author or speaker makesidentify one reason an author or a speaker gives to support the argument.	<ul style="list-style-type: none">explain the reasons an author or a speaker gives to support a claimcite textual evidence to support the analysis.	<ul style="list-style-type: none">analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance,determine whether the evidence is sufficient to support the claim, andcite textual evidence to support the analysis.	<ul style="list-style-type: none">analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance,determine whether the evidence is sufficient to support the claim, andcite specific textual evidence to thoroughly support the analysis.
9-12.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none">recognize the meaning of some words learned through conversations, reading, and being read to.	<ul style="list-style-type: none">adapt language choices to task and audience with emerging controluse some frequently occurring general academic and content-specific words in conversation and discussion.	<ul style="list-style-type: none">adapt language choices and style according to purpose, task, and audience with developing easeuse an increasing number of general academic and content-specific words and expressions in speech and written textshow developing control of style and tone in oral or written text.	<ul style="list-style-type: none">adapt language choices and style according to purpose, task, and audienceuse a wider range of complex general academic and content-specific words and phrasesadopt and maintain a formal style in speech and writing, as appropriate.	<ul style="list-style-type: none">adapt language choices and style according to purpose, task, and audience with easeuse a wide variety of complex general academic and content-specific words and phrasesemploy both formal and more informal styles effectively, as appropriate.
9-12.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, <ul style="list-style-type: none">recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, <ul style="list-style-type: none">determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), <ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none">determine the meaning of general academic and content-specific words 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, <ul style="list-style-type: none">determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.
9-12.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, <ul style="list-style-type: none">communicate basic information about an event or topicuse a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), <ul style="list-style-type: none">recount a short sequence of events in order, andintroduce an informational topicprovide one or two facts about the topicuse common linking words to connect events and ideas (e.g., first, next, because) with emerging control.	<ul style="list-style-type: none">recount a sequence of events, with a beginning, middle, and endintroduce and develop an informational topic with facts and detailsuse common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result)provide a conclusion with developing control.	<ul style="list-style-type: none">recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structureintroduce and develop an informational topic with facts, details, and evidenceuse a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideasprovide a concluding section or statement with increasingly independent control.	<ul style="list-style-type: none">recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological orderintroduce and effectively develop an informational topic with facts, details, and evidenceuse complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideasprovide a concluding section or statement.
9-12.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including modeled sentences), <ul style="list-style-type: none">recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositionsunderstand and respond to simple questions.	with support (including modeled sentences), <ul style="list-style-type: none">use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctionsproduce simple and compound sentences.	with support (including modeled sentences), <ul style="list-style-type: none">use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional)use simple clauses (e.g., independent, dependent, relative, adverbial)produce and expand simple, compound and a few complex sentences.	<ul style="list-style-type: none">use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute)use increasingly complex clausesproduce and expand simple, compound, and complex sentences.	<ul style="list-style-type: none">use complex phrases and clausesproduce and expand simple, compound, and complex sentences.

Design Features of the Correspondences

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

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

1. Correspondences with the Louisiana Student Standards for Mathematics and Science Standards Practices

Following the guidance found in the CCSSO *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards* (the “[CCSSO ELPD Framework](#)”) (CCSSO, 2012), one set of correspondences was created for the language demands associated with the mathematics, science, and ELA practices. The [Louisiana Standards for Mathematics](#), a.k.a. mathematical practices and the [Louisiana Student Standards for Science](#), a.k.a. science practices. A set of ELA “Practices” was created for the [Louisiana Student Standards for ELA](#) since they did not include specific practices in their original form. (All three groups of practices are shown in Figure 1 below).

2. Correspondences with the Louisiana Student Standards for ELA & Literacy Standards

A second type of correspondence analysis was conducted to show the relationship between the ELP Connectors and the language demands found in the Louisiana Student Standards for ELA & Literacy³. This second set of correspondences is particularly useful as the ELP Connectors and the Louisiana Student Standards 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 Louisiana Student Standards for Mathematics and Science are key parts of the standards themselves⁴ Because the Louisiana Student Standards for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA “Practices” was created through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.

³The 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.

⁴States 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

Design Features of the Correspondences

Why are no correspondence analyses shown between the ELP Connectors and the Louisiana Student Standards for Mathematical and Science 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 mathematics 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

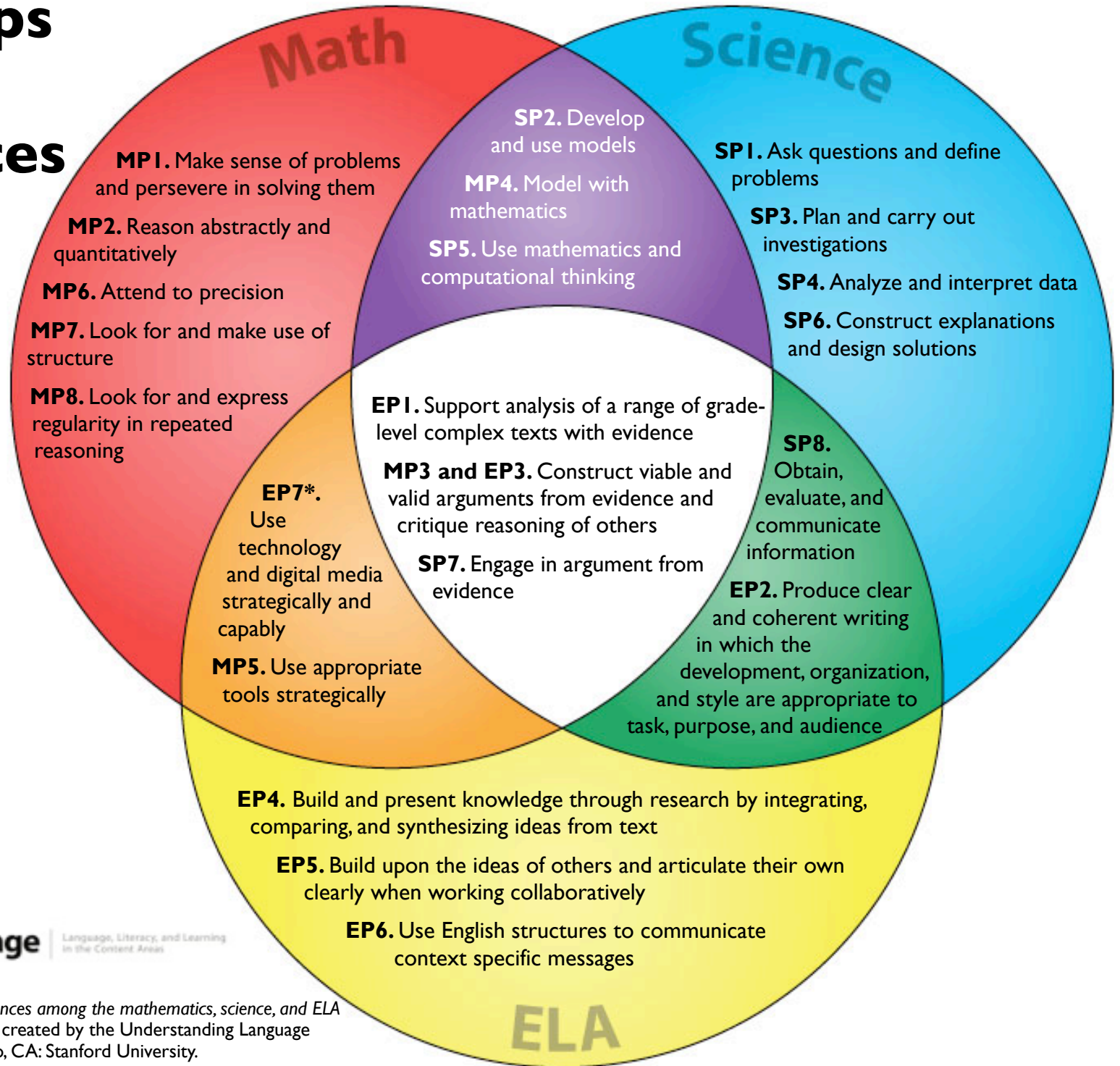
— then it makes more sense to correspond to the *Standards for Mathematical Practice* (R&W) as opposed to the *Standards for Mathematical Content* (C) (P. Daro, personal communication, July 19, 2013).

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.⁵ For example, the central overlap of the three circles highlights the central role of evidence in the Louisiana Student Standards. In comparison, the ELP Connectors 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 Connector than the groupings shown in Figure 1). “By explicitly calling attention to these practices, state ELP Connectors [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text” (CCSSO, 2012, p. 16).

⁵ See the “Found in” section of Figure 1 for information on the sources for this diagram. Background: The ELA “Practices” in the Venn diagram were originally based on an analysis of the CCSS for ELA student capacity portraits (Source 2a). For the purposes of the ELP Standards, the ELA “Practices” shown in the Venn diagram were reframed in relation to the particular ELA “Practices” created for the ELPD Framework (Source 2b)

Relationships and Convergences



Found in Louisiana Student Standards for:

1. ELA
2. Math
3. Science

Stanford
GRADUATE SCHOOL OF
EDUCATION

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

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. Palo Alto, CA: Stanford University.

K-12 Practices Matrix

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

Practices	ELP Connectors									
	1	2	3	4	5	6	7	8	9	10
ELA "Practice s" (EP)										
EP1. Support analyses of a range of grade-level complex text 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 varied 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.	EP1	EP1	EP1		EP1			EP1		
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.			EP2	EP2		EP2	EP2		EP2	EP2
EP6. Use English structures to communicate content-specific messages.	EP3			EP3		EP3				
Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving Them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										
Science Practices (SP)	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8

Kindergarten ELA Standards Matrix

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

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

Legend for Domains

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

Kindergarten

ELPC K.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds and oral presentations of information or stories.</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories • retell events <p>from read-alouds, picture books, and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell familiar stories <p>from read-alouds, picture books, and oral presentations.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>			<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>Literature</p> <p>RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.3. With prompting and support, identify characters, settings, and major events in a story.</p> <p>RL.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RI.1. With prompting and support, ask and answer questions about key details in a text</p> <p>SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>			<p>Informational Text</p> <p>RI.1. With prompting and support, ask and answer questions about key details in a text</p> <p>RI.2. Identify the main topic and retell key details of a text.</p> <p>RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>		

Kindergarten

ELPC K.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> listen with limited participation in short conversations respond to simple yes/no and some wh questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations respond to simple yes/no and wh-questions about familiar topics. 	<ul style="list-style-type: none"> participate in short conversations follow some rules for discussion respond to simple yes/no and wh-questions about familiar topics. 	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. 	<ul style="list-style-type: none"> participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>W.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>					

Kindergarten

ELPC K.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>speak and write about grade appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics or experiences. 	<ul style="list-style-type: none"> communicate simple information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> communicate information or feelings about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> tell or dictate simple messages 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts about a variety of topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>W.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>					

Kindergarten

ELPC K.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express a feeling or opinion about a familiar topic showing limited control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic showing emerging control. 	<ul style="list-style-type: none"> express an opinion or preference about a familiar topic or story showing developing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control. 	<ul style="list-style-type: none"> express an opinion or preference about a variety of topics or stories showing increasing control.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p> <p>SL.6. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>					

Kindergarten

ELPC K.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing developing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question showing increasing control.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>W.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>					

Kindergarten

ELPC K.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, • identify a reason an author or speaker gives to support a point.	with prompting and support, • identify appropriate reasons an author or speaker gives to support main points
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
RI.8. With prompting and support, identify the reasons an author gives to support points in a text. W.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>). SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.					

Kindergarten

ELPC K.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	<ul style="list-style-type: none"> show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> show awareness of differences between informal (“playground speech”) and language appropriate to the classroom use some words learned through conversations, reading, and being read to.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. SL.6. Speak audibly and express thoughts, feelings, and ideas clearly. L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.					

Kindergarten

ELPC K.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words in simple oral presentations and read alouds about familiar topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer questions to help determine the meaning of some words and phrases in simple oral presentations and read alouds about familiar topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read alouds about a variety of topics, experiences, or events. 	<p>with prompting and support (including context and visual aids),</p> <ul style="list-style-type: none"> answer and ask questions about the meaning of words and phrases in simple oral presentations and read alouds about a variety of topics, experiences, or events
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>Literature Informational Text</p> <p>RL.4. Ask and answer questions about unknown word in a text.</p> <p>SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>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>).</p> <p>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.</p> <p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</p>			<p>Informational Text</p> <p>RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p>		

Kindergarten

ELPC K.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>[Standard introduced at Level 3.]</p>	<p>[Standard introduced at Level 3.]</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., and, then).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>W.2c. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p> <p>W.3c. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>					

Kindergarten

ELPC K.10	By the end of each English language proficiency level, an EL can . . .				
An EL can...	Level 1	Level 2	Level 3	Level 4	Level 5
<p>make accurate use of standard English to communicate in grade appropriate speech and writing</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences <p>in shared language activities</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences <p>in shared language activities</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences <p>in shared language activities.</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> use frequently occurring regular plural nouns, verbs, prepositions, and question words ask and answer interrogatives (wh questions) produce and expand simple sentences <p>in shared language activities.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Kindergarten Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 					

Grade One ELA Standards Matrix

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

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

Legend for Domains

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

Grade One

ELPC 1.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations	use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
<p>Literature</p> <p>RL.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.3. Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1. Ask and answer questions about key details in a text.</p> <p>RI.7. Use the illustrations and details in a text to describe its key ideas.</p> <p>SL.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>			<p>Informational Text</p> <p>RI.1. Ask and answer questions about key details in a text.</p> <p>RI.2. Identify the main topic and retell key details of a text.</p> <p>RI.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>		

Grade One

ELPC 1.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> listen to short conversations respond to simple yes/no and some wh questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations take turns respond to simple yes/no and wh-questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of his or her own <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
<p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>					

Grade One

ELPC 1.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information or feelings <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> communicate simple messages <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short simple oral presentations compose short written texts <p>about familiar topics, stories, experiences, or events</p>	<p>using simple sentences and drawings or illustrations,</p> <ul style="list-style-type: none"> deliver short simple oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>	<p>including a few descriptive details,</p> <ul style="list-style-type: none"> deliver oral presentations compose written texts <p>about a variety of texts, topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
<p>W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>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.</p> <p>SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>					

Grade One

ELPC 1.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express a preference or opinion 	<ul style="list-style-type: none"> express an opinion about familiar topics, experiences, or events. 	<ul style="list-style-type: none"> express an opinion give a reason for the opinion about familiar stories, experiences, or events. 	<ul style="list-style-type: none"> express opinions give a reason for the opinion about a variety of texts topics, experiences, and events. 	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety of texts, topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.		MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision.		SP4. Analyze and interpret data. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					

Grade One

ELPC 1.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • label information <p>from provided sources</p> <p>showing limited control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize some key information <p>from provided sources</p> <p>showing emerging control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information <p>from provided sources</p> <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information • answer a question <p>from provided sources</p> <p>showing increasingly independent control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> • participate in shared research projects • gather information • summarize information • answer a question <p>from provided sources</p> <p>showing independent control.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
<p>W.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p>W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>					

Grade One

ELPC 1.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, • identify a reason an author or a speaker gives to support a point.	• identify one or two reasons an author or a speaker gives to support the main point	• identify reasons an author or a speaker gives to support the main point.	• identify appropriate reasons an author or a speaker gives to support the main point.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
RI.8. Identify the reasons an author gives to support points in a text. W.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.					

Grade One

ELPC 1.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing.</p>	<p>[Standard introduced at Level 2.]</p>	<p>[Standard introduced at Level 2.]</p>	<ul style="list-style-type: none"> • show a developing awareness of the difference between appropriate language for the playground and language for the classroom. 	<ul style="list-style-type: none"> • show awareness of differences between informal “playground speech” and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. 	<p>shift appropriately between informal “playground speech” and language appropriate to the classroom most of the time</p> <ul style="list-style-type: none"> • use words learned through conversations, reading, and being read to.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
<p>W.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>SL.6. Produce complete sentences when appropriate to task and situation.</p> <p>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., <i>When other kids are happy that makes me happy</i>).</p>					

Grade One

ELPC 1.8	By the end of each English 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.	with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and readalouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and readalouds about familiar topics, experiences, or events.	using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of 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), • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		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 One Louisiana Student Standards for ELA:					
Informational Text RI.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.					
Literature RL.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). c. Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>). d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.					

Grade One

ELPC 1.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... create clear and coherent grade appropriate speech and text.	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), • retell an event • present simple information with emerging control of some frequently occurring linking words.	with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	• recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., next, after), and some frequently occurring linking words (and, so).	• recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases)
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.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.					
W.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.					
SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.					

Grade One

ELPC 1.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions. 	<p>with support (including visual aids and sentences)</p> <ul style="list-style-type: none"> • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) • produce simple sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • use some singular and plural nouns • use verbs in the present and past tenses • use frequently occurring prepositions and conjunctions • produce and expand simple Sentences <p>in response to prompts.</p>	<ul style="list-style-type: none"> • use an increasing number of singular and plural nouns, and verbs • use present and past verb tenses with appropriate subject-verb agreement • use frequently occurring prepositions and conjunctions • produce and expand simple and some compound sentences <p>in response to prompts.</p>	<ul style="list-style-type: none"> • use singular and plural nouns with matching verbs, • use past, present, and future verb tenses • use frequently occurring prepositions and conjunctions • produce and expand simple and compound sentences <p>In response to prompts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>			<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print all upper- and lowercase letters.</p> <p>b. Use common, proper, and possessive nouns.</p> <p>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</p> <p>e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p> <p>f. Use frequently occurring adjectives.</p> <p>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</p> <p>h. Use determiners (e.g., articles, demonstratives).</p> <p>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</p> <p>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</p>					

Grade Two ELA Standards Matrix

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

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

Legend for Domains

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

Grade Two

ELPC 2-3.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>Literature</p> <p>RL.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>RI.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>			<p>Informational Text</p> <p>RI.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		

Grade Two

ELPC 2-3.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh-questions. <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas <p>about a variety of topics and texts</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>					

Grade Two

ELPC 2-3.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> • communicate simple information about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> • deliver simple oral presentations • compose written texts about familiar texts, topics, experiences, or events	<ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives • compose informational texts about familiar texts, topics, experiences, or events.	<ul style="list-style-type: none"> • deliver short oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events	with some details, <ul style="list-style-type: none"> • deliver oral presentation • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. SL.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.					

Grade Two

ELPC 2-3.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic or story</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>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.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>					

Grade Two

ELPC 2-3.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • gather information from provided sources • label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/ observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories. 	<ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into categories.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>W.7. Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p>					

Grade Two

ELPC 2-3.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing . . .	with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, • identify a reason an author or a speaker gives to support the main point.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	• describe how reasons support the specific points an author or a speaker makes.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>W.1b. Provide reasons that support the opinion.</p> <p>SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>					

Grade Two

ELPC 2-3.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>					

Grade Two

ELPC 2-3.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text.</p>	<p>relying heavily on visual aids, context, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions. <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<p>using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),</p> <ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>Informational Text</p> <p>RI.4. With prompting and support, ask and answer questions about unknown words in a text.</p>					
<p>Literature</p> <p>RL.4. Ask and answer questions about unknown words in a text.</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.</p> <p>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>).</p> <p>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.</p> <p>L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>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.</p>					

Grade Two

ELPC 2-3.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., and, then) with emerging control 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 	<p>with increasingly independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (before, after, soon) use linking words (e.g., because, and, also) to connect ideas or events. 	<p>with independent control,</p> <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., because, and, also) to connect ideas and events provide a concluding statement about the topic
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>					

Grade Two

ELPC 2-3.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. group) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. childhood) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written standard English. 					

Grade Three ELA Standards Matrix

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

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

Legend for Domains

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

Grade Three

ELPC 2-3.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations.	use an emerging set of strategies to: • identify some key words and phrases • identify the main topic or message/lesson from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify the main topic or message • answer questions • retell some key details from read-alouds, simple written texts, and oral presentations	use an increasing range of strategies to: • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • determine the main idea or message • tell how key details support the main idea • retell a variety of stories from read-alouds, written texts, and oral communications.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>Literature</p> <p>RL.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>SL.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>			<p>Informational Text</p> <p>RI.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>		

Grade Three

ELPC 2-3.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
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.	<ul style="list-style-type: none"> listen to and occasionally participate in short conversations respond to simple yes/no and some wh-questions. <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short conversations, discussions, and written exchanges take turns respond to simple yes/no and wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> participate in short discussions and written exchanges follow the rules for discussion ask questions to gain information or clarify understanding respond to the comments of others contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others contribute his or her own ideas <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended discussions, conversations, and written exchanges follow the rules for discussion ask and answer questions build on the ideas of others express his or her own ideas <p>about a variety of topics and texts</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>W.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>SL.1. Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>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).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>					

Grade Three

ELPC 2-3.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>speak and write about grade appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events</p>	<p>with some details,</p> <ul style="list-style-type: none"> deliver oral presentation compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>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.</p>					

Grade Three

ELPC 2-3.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic or story</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <p>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.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>					

Grade Three

ELPC 2-3.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • gather information from provided sources • label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/ observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into provided categories. 	<ul style="list-style-type: none"> • carry out short individual or shared research projects, • recall information from experience • gather information from multiple sources • sort evidence into categories.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>W.7. Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p>					

Grade Three

ELPC 2-3.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing . . .	with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, • identify a reason an author or a speaker gives to support the main point.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	• describe how reasons support the specific points an author or a speaker makes.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>W.1b. Provide reasons that support the opinion.</p> <p>SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>					

Grade Three

ELPC 2-3.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>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., <i>After dinner that night we went looking for them</i>).</p>					

Grade Three

ELPC 2-3.8	By the end of each English 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 heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions. in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, • ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), • determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions • (at Grade 3) some general academic and content specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
Informational Text. RI.4. With prompting and support, ask and answer questions about unknown words in a text.					
Literature RL.4. Ask and answer questions about unknown words in a text					
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content. 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, -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.					

Grade Three

ELPC 2-3.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... create clear and coherent grade appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount two events in sequence • use frequently occurring linking words (e.g., and, then) with emerging control	with support (including modeled sentences), • present a few pieces of information about a topic • recount a short sequence of events • use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.	with increasingly independent control, • introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (before, after, soon) • use linking words (e.g., because, and, also) to connect ideas or events.	with independent control, • introduce an informational topic • present facts about the topic • use temporal words to recount a coherent sequence of events, • use linking words (e.g., because, and, also) to connect ideas and events • provide a concluding statement about the topic
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
W.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.					
W.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.					
SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.					

Grade Three

ELPC 2-3.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs <p>• respond to simple questions.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. group) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions <p>• produce simple sentences in response to prompts.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions <p>• produce and expand simple and some compound sentences</p>	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions <p>• produce and expand simple, compound, and (at Grade 3) a few complex sentences</p>	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. childhood) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs <p>• produce and expand simple, compound, and (at Grade 3) some complex sentences</p>
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. Form and use regular and irregular plural nouns. Use abstract nouns (e.g., <i>childhood</i>). Form and use regular and irregular verbs. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. Ensure subject-verb and pronoun-antecedent agreement. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. Use coordinating and subordinating conjunctions. Produce simple, compound, and complex sentences. <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. 					

Grade Four ELA Standards Matrix

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

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

Legend for Domains

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

Grade Four

ELPC 4-5.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentation
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
Literature RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			Informational Text RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.		

Grade Four

ELPC 4-5.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>					

Grade Four

ELPC 4-5.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>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 an understandable pace.</p>					

Grade Four

ELPC 4-5.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when</p>					

Grade Four

ELPC 4-5.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
<p>W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>					

Grade Four

ELPC 4-5.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Four

ELPC 4-5.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... adapt language choices to purpose, task, and audience when speaking and writing	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	with developing control, <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.					
SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.					
L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).					

Grade Four

ELPC 4-5.8	By the end of each English 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 heavily on context, visual aids, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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, • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		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 Four Louisiana Student Standards for ELA:					
Informational Text RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .					
Literature RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>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 the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					

Grade Four

ELPC 4-5.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:

<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p>

Grade Four

ELPC 4-5.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... make accurate use of standard English to communicate in grade appropriate speech and writing.	with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	with support (including modeled sentences), • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce and expand simple and compound sentences.	• 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.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:					
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).					

Grade Five ELA Standards Matrix

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

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

Legend for Domains

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

Grade Five

ELPC 4-5.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentation</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>Literature</p> <p>RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>Informational Text</p> <p>RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.</p>		

Grade Five

ELPC 4-5.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>					

Grade Five

ELPC 4-5.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.</p>					

Grade Five

ELPC 4-5.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Five

ELPC 4-5.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>					

Grade Five

ELPC 4-5.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Five

ELPC 4-5.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>			<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>					

Grade Five

ELPC 4-5.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>	<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>			
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>Literature</p> <p>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).</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>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>).</p> <p>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.</p> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>					

Grade Five

ELPC 4-5.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., and, then) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p>					

Grade Five

ELPC 4-5.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>			<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). Form and use prepositional phrases. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 					

Grade Six ELA Standards Matrix

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

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

Legend for Domains

RL Reading for Literature

RI Reading for Informational Texts

W Writing

SL Speaking and Listening

L Language

Grade Six

ELPC 6-8.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentation
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
Literature RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.			Informational Text RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.		

Grade Six

ELPC 6-8.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standard for ELA:					
<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>					

Grade Six

ELPC 6-8.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
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., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.					
W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.					
SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					

Grade Six

ELPC 6-8.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Six

ELPC 6-8.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
<p>W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>					

Grade Six

ELPC 6-8.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> • identify a point an author or speaker makes. 	<ul style="list-style-type: none"> • identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> • tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> • describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> • explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Six

ELPC 6-8.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>			<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Six

ELPC 6-8.8	By the end of each English 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 heavily on context, visual aids, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, • determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of frequently occurring words and phrases • determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events	using context, reference materials, and an increasing knowledge of English morphology, • 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, • determine the meaning of general academic and content-specific words and phrases • determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		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 Six Louisiana Student Standard for ELA:					
Informational Text RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .					
Literature RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules).					
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>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 the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).					

Grade Six

ELPC 6-8.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:

<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Grade Six

ELPC 6-8.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p>					

Grade 6 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

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

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

ELPC 6-8.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentation</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p> <p>RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>		

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

ELPC 6-8.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ol style="list-style-type: none"> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. Use precise language and domain-specific vocabulary to inform about or explain the topic. Establish and maintain a formal style and objective tone. Provide a concluding statement or section that follows from and supports the information or explanation presented. 					
SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.					
* Strongly applies to literacy in history/social studies and science/technical subjects					

Grade 6: Connector 4 (w/Literacy in Content Area Correspondences)

ELPC 6-8.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 6: Connector 5 (*w/Literacy in Content Area Correspondences*)

ELPC 6-8.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>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.</p> <p>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.</p> <p>WHST.9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>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.</p>					
<p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>History/Social Studies [RH.8] Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Science/Technical Subjects [RST.8] Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p> <p>SL.3* Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>History/Social Studies</p> <p>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.</p> <p>Science/Technical Subjects</p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., personification) in context. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i>, <i>scrimping</i>, <i>economical</i>, <i>unwasteful</i>, <i>thrifty</i>). <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic <p>use a narrow range of vocabulary and syntactically simple sentences</p> <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order <p>use frequently occurring linking words (e.g., and, then)</p> <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order <p>use an increasing range of temporal and other linking words (e.g., next, because, and, also)</p> <ul style="list-style-type: none"> provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>					
<p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 6: Connector 10 (*w/Literacy in Content Area Correspondences*)

ELPC 6-8.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 6 Literacy in Content Area Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Ensure that pronouns are in the proper case (subjective, objective, possessive). Use intensive pronouns (e.g., <i>myself</i>, <i>ourselves</i>). Recognize and correct inappropriate shifts in pronoun number and person. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. <p>L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Vary sentence patterns for meaning, reader/listener interest, and style. Maintain consistency in style and tone. <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade Seven ELA Standards Matrix

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

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

Legend for Domains

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

Grade Seven

ELPC 6-8.1	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentation</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>		
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>Literature</p> <p>RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>Informational Text</p> <p>RI.1.</p> <p>RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.</p>		

Grade Seven

ELPC 6-8.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>					

Grade Seven

ELPC 6-8.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
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., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.					
W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.					
SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.					

Grade Seven

ELPC 6-8.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Seven

ELPC 6-8.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>					

Grade Seven

ELPC 6-8.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Seven

ELPC 6-8.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>			<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>					

Grade Seven

ELPC 4-5.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>Literature</p> <p>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., Hercules).</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). 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. 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). <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 					

Grade Seven

ELPC 6-8.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>	<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Grade Seven

ELPC 6-8.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs <p>• understand and respond to simple questions.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions <p>• produce simple sentences in response to prompts.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases <p>• produce and expand simple and compound sentences.</p>	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions <p>• produce and expand simple, compound, and a few complex sentences.</p>	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p>					

Grade 7 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

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

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

ELPC 6-8.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentation
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts. RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		

Grade 7: Standard 2 (w/Literacy in Content Area Correspondences)

ELPC 6-8.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>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.</p>					
* Strongly applies to literacy in history/social studies and science/technical subjects					

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

ELPC 6-8.4	By the end of each English language proficiency level, an EL can . . .				
<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>Level 1</p> <ul style="list-style-type: none"> express an opinion about a familiar topic. 	<p>Level 2</p> <ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<p>Level 3</p> <ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<p>Level 4</p> <ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<p>Level 5</p> <ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>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.</p> <p>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.</p> <p>WHST.9 Draw evidence from informational texts to support analysis reflection, and research.</p> <p>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.</p>					
* Strongly applies to literacy in history/social studies and science/technical subjects					

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

ELPC 6-8.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>analyze and critique the arguments of others orally and in writing.</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

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

ELPC 6-8.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

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

ELPC 6-8.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>Literature</p> <p>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).</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>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.</p> <p>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).</p> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>					

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

ELPC 6-8.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic <p>use a narrow range of vocabulary and syntactically simple sentences</p> <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order <p>use frequently occurring linking words (e.g., and, then)</p> <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order <p>use an increasing range of temporal and other linking words (e.g., next, because, and, also)</p> <ul style="list-style-type: none"> provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end <p>use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)</p> <ul style="list-style-type: none"> provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end <p>use a variety of linking words and phrases to connect ideas, information, or events</p> <ul style="list-style-type: none"> provide a concluding statement or section.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>					

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

ELPC 6-8.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... make accurate use of standard English to communicate in grade appropriate speech and writing.	with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	with support (including modeled sentences), • use some relative pronouns (e.g., who, whom, which, that), • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce and expand simple and compound sentences.	• 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.	• use relative pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when, why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p>					

Grade Eight ELA Standards Matrix

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

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

Legend for Domains

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

Grade Eight

ELPC 6-8.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases from read-alouds, simple written texts, and oral presentations	use an emerging set of strategies to: • identify the main topic • retell a few key details from read-alouds, simple written texts, and oral presentations	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key details • retell familiar stories from read-alouds, simple written texts, and oral presentations.	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text from read-alouds, written texts, and oral presentations	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text from read-alouds, written texts, and oral presentation
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>Literature</p> <p>RL.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</p> <p>RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>SL.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			<p>Informational Text</p> <p>RI.1.</p> <p>RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.</p>		

Grade Eight

ELPC 6-8.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>					

Grade Eight

ELPC 6-8.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style.</p> <p>f. Provide a concluding statement or section that follows from the information or explanation presented.</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> <p>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.</p>					

Grade Eight

ELPC 6-8.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>construct grade appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p> <p>e. Provide a concluding statement or section that follows from the argument presented.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Eight

ELPC 6-8.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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</p>					

Grade Eight

ELPC 6-8.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>RI.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>W.1b. Provide reasons that are supported by facts and details.</p> <p>SL.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Eight

ELPC 6-8.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>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.</p> <p>L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>					

Grade Eight

ELPC 6-8.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>Informational Text</p> <p>RI.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>Literature</p> <p>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., Hercules).</p> <p>L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). 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. 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). <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 					

Grade Eight

ELPC 6-8.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., and, then) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>W.1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>W.2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>					

Grade Eight

ELPC 6-8.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA :					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p>					

Grade 8 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

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

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

ELPC 6-8.1	By the end of each English 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 literary and informational text through grade appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations</p>	use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations</p>	use a developing set of strategies to: <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	use an increasing range of strategies to: <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations</p>	use a wide range of strategies to: <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentation</p>
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). RH.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.			Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts. RST.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. RST.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).		

Grade 8: Connector 2 (w/Literacy in Content Area Correspondences)

ELPC 6-8.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and some wh questions <p>about familiar topics</p>	<ul style="list-style-type: none"> participate in short conversations participate in short written exchanges actively listen to others respond to simple questions and wh questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in short conversations and discussions participate in short written exchanges respond to others' comments add some comments of his or her own ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> participate in conversations and discussions participate in written exchanges build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> participate in extended conversations and discussions participate in extended written exchanges build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed <p>about a variety of topics and texts.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p>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.</p> <p>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.</p> <p>b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>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.</p> <p>d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... speak and write about grade appropriate complex literary and informational texts and topics.	<ul style="list-style-type: none"> communicate simple information about familiar texts, topics, events, or objects in the environment. 	<ul style="list-style-type: none"> deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and experiences. 	<ul style="list-style-type: none"> including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and experiences. 	<ul style="list-style-type: none"> including details and examples to develop a topic, deliver oral presentations compose written narrative or informational texts about a variety of texts, topics, and experiences.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can... construct grade appropriate oral and written claims and support them with reasoning and evidence.	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p>					
* Strongly applies to literacy in history/social studies and science/technical subjects					

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

ELPC 6-8.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>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.</p> <p>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.</p> <p>WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p>					
* Strongly applies to literacy in history/social studies and science/technical subjects					

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

ELPC 6-8.6	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>analyze and critique the arguments of others orally and in writing.</p>	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
when engaging in one or more of the following content-specific practices:					
<p>P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>History/Social Studies RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>Science/Technical Studies RST.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>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.</p> <p>SL.3* Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p> <p>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.</p> <p><u>* Strongly applies to literacy in history/social studies and science/technical subjects</u></p>					

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

ELPC 6-8.7	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>adapt language choices to purpose, task, and audience when speaking and writing</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>with emerging control,</p> <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	<p>with developing control,</p> <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text 	<p>with increasing ease,</p> <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,</p> <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and a developing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions <p>in texts about familiar topics, experiences, or events</p>	<p>using context, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events</p>	<p>using context, reference materials, and knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) <p>in texts about a variety of topics, experiences, or events</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>History/Social Studies</p> <p>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.</p> <p>Science/Technical Studies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i>, <i>bellicose</i>, <i>rebel</i>).</p> <p>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.</p> <p>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).</p> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined</i>, <i>respectful</i>, <i>polite</i>, <i>diplomatic</i>, <i>condescending</i>). * Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELPC 6-8.9	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>create clear and coherent grade appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., and, then) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., next, because, and, also) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>					
<p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 8: Connector 10 (w/Literacy in Content Area Correspondences)

ELPC 6-8.10	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can...</p> <p>make accurate use of standard English to communicate in grade appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs <p>• understand and respond to simple questions.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions <p>• produce simple sentences in response to prompts.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use some relative pronouns (e.g., who, whom, which, that), use some relative adverbs (e.g., where, when, why), use some prepositional phrases <p>• produce and expand simple and compound sentences.</p>	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why), use prepositional phrases use subordinating conjunctions <p>• produce and expand simple, compound, and a few complex sentences.</p>	<ul style="list-style-type: none"> use relative pronouns (e.g., who, whom, which, that), use relative adverbs (e.g., where, when, why) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP6. Attend to precision.</p>			<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grade 8 Literacy in Content Area Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of phrases and clauses in general and their function in specific sentences.</p> <p>b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</p> <p>c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade Nine-Ten ELA Standards Matrix

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

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

Legend for Domains

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

Grade Nine-Ten

ELP.9-12.1	By the end of each English 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 literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text.	use an increasing range of strategies to: • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>Literature</p> <p>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.</p> <p>RL.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>Informational Text</p> <p>RI.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>RI.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RL.1., RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>					

Grade Nine-Ten

ELP.9-12.2	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh-questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh-questions 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of Others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of Others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of Others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>			
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>SL.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>					

Grade Nine-Ten

ELP.9-12.3	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	with support (including modeled sentences), • communicate Information about familiar texts, topics, and experiences.	with support (including modeled sentences), • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	with support (including modeled sentences) • deliver short oral presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics	• deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.	• deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. SL.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.					

Grade Nine-Ten

ELP.9.12.4	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p>					
* Strongly applies to literacy in history/social studies and science/technical subjects					

Grade Nine-Ten

ELP.9-12.5.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems . . .	Level 1 • gather information from a few provided print and digital sources • label collected information, experiences, or events.	Level 2 • gather information from provided print and digital sources • summarize data and information.	Level 3 • carry out short research projects to answer a question • gather information from multiple provided print and digital sources • evaluate the reliability of each source • paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics • provide a list of sources.	Level 4 • carry out both short and more sustained research projects to answer a question • gather and synthesize information from multiple print and digital sources • use search terms Effectively • evaluate the reliability of each source • integrate information into an organized oral or written report • cite sources appropriately.	Level 5 • carry out both short and more sustained research projects to answer a question or solve a problem • gather and synthesize information from multiple print and digital sources • use advanced search terms effectively • evaluate the reliability of each source • analyze and integrate information into a clearly organized oral or written text • cite sources appropriately.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>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.</p> <p>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.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>					

Grade Nine-Ten

ELP.9-12.6.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can . . . analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> • identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> • analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to thoroughly support the analysis.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>					

Grade Nine-Ten

ELP.9-12.7.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p>					

Grade Nine-Ten

ELP.9-12.8.	By the end of each English 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 heavily on context, visual aids, and knowledge of morphology in their native language • recognize the meaning of a few frequently occurring words, simple 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 expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, o	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 n texts about a variety of topics, experiences, or events.	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		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 Nine-Ten Louisiana Student Standards for ELA :					
Literature					
RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).					
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.					
a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.					
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.					
Informational Text					
RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).					

Grade Nine-Ten

ELP.9-12.9.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can . . . create clear and coherent grade-appropriate speech and text...	with support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), • recount a short sequence of events in order, and • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) with emerging control.	• recount a sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) • provide a conclusion with developing control.	• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure • introduce and develop an informational topic with facts, details, and evidence • use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement with increasingly independent control.	• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
W.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					
W.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.					
W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).					
W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.					
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.					

Grade Nine-Ten

ELP.9-12.10.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	Level 1 with support (including modeled sentences) • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	Level 2 with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	Level 3 with support (including modeled sentences), • 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.	Level 4 • use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • produce and expand simple, compound, and complex sentences	Level 5 • use complex phrases and clauses • produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.	MP6. Attend to precision.			SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 9-10 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

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

Grade 9-10: Connector 1 (*w/Literacy in Content Area Correspondences*)

ELP.9-12.1.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .	Level 1 use a very limited set of strategies to: <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts. 	Level 2 use an emerging set of strategies to: <ul style="list-style-type: none"> • identify the main topic • retell a few key details in oral presentations and simple oral and written texts. 	Level 3 use a developing set of strategies to: <ul style="list-style-type: none"> • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text. 	Level 4 use an increasing range of strategies to: <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text. 	Level 5 use a wide range of strategies to: <ul style="list-style-type: none"> • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			Science/Technical Subjects RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. RST.2 Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. RST.7 Translate quantitative or technical information expressed in words in a text into visual form(e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.		

Grade 9-10: Connector 2 (*w/Literacy in Content Area Correspondences*)

ELP.9-12.2.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh-questions. 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh-questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of Others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of Others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of Others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
<p>WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>			<p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>		

Grade 9-10: Connector 3 (*w/Literacy in Content Area Correspondences*)

ELP.9-12.3.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . speak and write about grade-appropriate complex literary and informational text sand topics . . .	Level 1 with support (including modeled sentences), • communicate information about familiar texts, topics, and experiences	Level 2 with support (including modeled sentences), • deliver short oral Presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events	Level 3 with support (including modeled sentences), • deliver short oral Presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events.	Level 4 • deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.	Level 5 • deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.					
* Strongly applies to literacy in history/social studies and science/technical subjects					

Grade 9-10: Connector 4 (*w/Literacy in Content Area Correspondences*)

ELP.9-12.4.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counterclaim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented.

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

<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>
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when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA :

<p>WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>

Grade 9-10: Connector 5 (w/Literacy in Content Area Correspondences)

ELP.9-12.5.	By the end of each English language proficiency level, an EL can . . .				
<p>An EL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>Level 1</p> <ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<p>Level 2</p> <ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<p>Level 3</p> <ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<p>Level 4</p> <ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms Effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<p>Level 5</p> <ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
	when engaging in one or more of the following content-specific practices:				
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
<p>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.</p> <p>WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 9-10: Connector 6 (*w/Literacy in Content Area Correspondences*)

ELP.9-12.6.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . analyze and critique the arguments of others orally and in writing . . .	Level 1 • identify a point an author or a speaker makes.	Level 2 • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument.	Level 3 • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis.	Level 4 • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite textual evidence to support the analysis.	Level 5 • analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to thoroughly support the analysis.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
<p>History/Social Studies RH.8 Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>WHST.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>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.</p> <p>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.</p> <p>Science/Technical Studies RST.8 Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 9-10: Connector 7 (w/Literacy in Content Area Correspondences)

ELP.9-12.7.	By the end of each English language proficiency level, an EL can . . .				
<p>An EL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing...</p>	<p>Level 1</p> <ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<p>Level 2</p> <ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<p>Level 3</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<p>Level 4</p> <p>adapt language choices and style according to purpose, task, and audience</p> <ul style="list-style-type: none"> 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. 	<p>Level 5</p> <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
<p>WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>S6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Grade 9-10: Connector 8 (*w/Literacy in Content Area Correspondences*)

ELP.9-12.8	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text . . .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>			<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
<p>History/Social Studies</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>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.</p> <p>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).</p> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>Science/Technical Subjects</p> <p>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.</p>					

Grade 9-10: Connector 9 (w/Literacy in Content Area Correspondences)

ELP.9-10.9.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . .	Level 1	Level 2	Level 3	Level 4	Level 5
create clear and coherent grade-appropriate speech and text . . .	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short Sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) provide a conclusion <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) <p>with developing control.</p>	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.					
WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.					
WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.					
SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.					
* Strongly applies to literacy in history/social studies and science/technical subjects					

Grade 9-10: Connector 10 (w/Literacy in Content Area Correspondences)

ELP.9-12.10.	By the end of each English language proficiency level, an ELL can . . .				
An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	Level 1 with support including modeled sentences) <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	Level 2 with support (including modeled sentences), <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	Level 3 with support (including modeled sentences), <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	Level 4 <ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	Level 5 <ul style="list-style-type: none"> use complex phrases and clauses produce and expand simple, compound, and complex sentences.
	when engaging in one or more of the following content-specific practices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:					
L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 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</i> , <i>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. * Strongly applies to literacy in history/social studies and science/technical subjects					

Grade Eleven-Twelve ELA Standards Matrix

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

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

Legend for Domains

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

Grade Eleven-Twelve

ELP.9-12.1.	By the end of each English 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 literary and informational text through grade-appropriate listening, reading, and viewing . . .	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text.	use an increasing range of strategies to: • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them.		SP1. Ask questions and define problems.	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
Literature RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) RL.1., RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.					
Informational Text RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.					

Grade Eleven-Twelve

ELP.9-12.2.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh-questions 	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh-questions 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of Others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of Others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of Others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>W.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>					

Grade Eleven-Twelve

ELP.9-12.3.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics . . .	with support (including modeled sentences), • communicate Information about familiar texts, topics, and experiences.	with support (including modeled sentences), • deliver short oral Presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	with support (including modeled sentences), • deliver short oral Presentations • compose written informational texts • develop the topic with a few details about familiar texts, topics, or events.	• deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.	• deliver oral presentations • compose written informational texts • fully develop the topic with relevant details, concepts, examples, and information • integrate graphics or multimedia when useful about a variety of texts, topics, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>W.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>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.</p>					

Grade Eleven-Twelve

ELP.9-12.4.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>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.</p> <p>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.</p>					

Grade Eleven-Twelve

ELP.9-12.5.	By the end of each English language proficiency level, an EL can . . .				
<p>An EL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<p>Level 1</p> <ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<p>Level 2</p> <ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information. 	<p>Level 3</p> <ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<p>Level 4</p> <ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms Effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<p>Level 5</p> <ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>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.</p> <p>W.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.</p>					

Grade Eleven-Twelve

ELP.9-12.6.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . analyze and critique the arguments of others orally and in writing . . .	Level 1 • identify a point an author or a speaker makes.	Level 2 • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument.	Level 3 • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis.	Level 4 • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite textual evidence to support the analysis.	Level 5 • analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to thoroughly support the analysis.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
RI.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses). W.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. SL.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.					

Grade Eleven-Twelve

ELP.9-12.7.	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . adapt language choices to purpose, task, and audience when speaking and writing . . .	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to.	Level 2 • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion.	Level 3 • 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.	Level 4 • 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.	Level 5 • adapt language choices and style according to purpose, task, and audience with ease • use a wide variety of complex general academic and content-specific words and phrases • employ both formal and more informal styles effectively, as appropriate.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p>					

Grade Eleven-Twelve

ELP.9-12.8.	By the end of each English 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 heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, events, xperiences, or	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.
when engaging in one or more of the following content-specific practices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.		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 Eleven-Twelve Louisiana Student Standards for ELA :					
Literature					
RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)					
L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i> , 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., <i>conceive</i> , <i>conception</i> , <i>conceivable</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, 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.					
Informational Text					
RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).					

Grade Eleven-Twelve

ELP.9-12.9.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . . create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • recount a short sequence of events in order, and • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>with emerging control.</p>	<ul style="list-style-type: none"> • recount a sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) • provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure • introduce and develop an informational topic with facts, details, and evidence • use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas • provide a concluding section or statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>W.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>					

Grade Eleven-Twelve

ELP.9-12.10	By the end of each English language proficiency level, an EL can . . .				
An EL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing . . .	Level 1 with support (including modeled sentences), • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	Level 2 with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	Level 3 with support including modeled sentences), • 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.	Level 4 • use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) • use increasingly complex clauses • produce and expand simple, compound, and complex sentences.	Level 5 • use complex phrases and clauses • produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP6. Attend to precision.		SP8. Obtain, evaluate, and communicate information.	
when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA :					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>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.</p>					

Grade 11-12 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

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

11-12: Connector 1 (w/Literacy in Content Area Correspondences)

ELP.9-12.1.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing . . .</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases in oral communications and simple oral and written texts. 	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details in oral presentations and simple oral and written texts. 	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text. 	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text. 	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>History/Social Studies</p> <p>RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>			<p>Science/Technical Subjects</p> <p>RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</p> <p>RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p> <p>RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>		

11-12: Connector 2 (w/Literacy in Content Area Correspondences)

ELP.9-12.2.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions . . .</p>	<ul style="list-style-type: none"> participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some wh-questions. 	<p>participate in short conversational and written exchanges on familiar topics and texts</p> <ul style="list-style-type: none"> present information and ideas respond to simple questions and wh-questions. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues build on the ideas of Others express his or her own ideas ask and answer relevant questions add relevant information and evidence restate some of the key ideas expressed. 	<ul style="list-style-type: none"> participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues build on the ideas of Others express his or her own ideas clearly support points with specific and relevant evidence ask and answer questions to clarify ideas and conclusions summarize the key points expressed. 	<ul style="list-style-type: none"> participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues build on the ideas of Others express his or her own ideas clearly and persuasively refer to specific and relevant evidence from texts or research to support his or her ideas ask and answer questions that probe reasoning and claims summarize the key points and evidence discussed
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>	<p>SP4. Analyze and interpret data.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>			
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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.</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task</p> <ul style="list-style-type: none"> Strongly applies to literacy in history/social studies and science/technical subjects. 					

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

ELP.9-12.3.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics . . .</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> communicate Information <p>about familiar texts, topics, and experiences.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral Presentations compose written narratives or informational texts <p>about familiar texts, topics,</p>	<p>with support including modeled sentences),</p> <ul style="list-style-type: none"> deliver short oral Presentations compose written informational texts develop the topic with a few details <p>about familiar texts, topics or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or Multimedia a when useful <p>about a variety of texts, topics, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful <p>about a variety of texts, topics, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP6. Attend to precision.</p>		<p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

11-12: Connector (w/Literacy in Content Area Correspondences)

ELP.9-12.4.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence . . .</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic give a reason to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide sufficient reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts that effectively support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a substantive claim about a variety of topics introduce the claim distinguish it from a counterclaim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP3. Construct viable arguments and critique reasoning of others.</p> <p>MP6. Attend to precision.</p>		<p>SP4. Analyze and interpret data.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>WHST.1 Write arguments focused on discipline-specific content.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>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.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELP.9-12.5	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems . . .</p>	<ul style="list-style-type: none"> gather information from a few provided print and digital sources label collected information, experiences, or events. 	<ul style="list-style-type: none"> gather information from provided print and digital sources summarize data and information 	<ul style="list-style-type: none"> carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the reliability of each source paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics provide a list of sources. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources use search terms effectively evaluate the reliability of each source integrate information into an organized oral or written report cite sources appropriately. 	<ul style="list-style-type: none"> carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p> <p>EP6. Use English structures to communicate context-specific messages</p>		<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP3. Plan and carry out investigations.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>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.</p> <p>WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELP.9-12.6.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can . . . analyze and critique the arguments of others orally and in writing . . .	<ul style="list-style-type: none"> • identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> • identify the main argument an author or speaker makes • identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> • explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> • analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> • analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite specific textual evidence to thoroughly support the analysis.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP3. Construct valid arguments from evidence and critique the reasoning of others.</p> <p>EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.</p> <p>EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>History/Social Studies</p> <p>RH.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Science/Technical Studies</p> <p>RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or Challenging conclusions with other sources of information.</p>					
* Strongly applies to literacy in history/social studies and science/technical subjects					

11-12: Connector 7 (w/Literacy in Content Area Correspondences)

ELP.9-12.7.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>adapt language choices to purpose, task, and audience when speaking and writing . . .</p>	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific phrases employ both formal and more in formal styles effectively, as appropriate.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>		<p>MP6. Attend to precision.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP6. Construct explanations and design solutions.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>S6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELP.9-12.8.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>determine the meaning of words and phrases in oral presentations and literary and informational text .</p>	<p>relying heavily on context, visual aids, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, visual aids, reference materials, and knowledge of morphology in their native language,</p> <ul style="list-style-type: none"> determine the meaning of frequently occurring words, phrases, and expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions <p>in texts about familiar topics, experiences, or events.</p>	<p>using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>	<p>using context, complex visual aids, reference materials, and consistent knowledge of English morphology,</p> <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions <p>in texts about a variety of topics, experiences, or events.</p>
when engaging in one or more of the following content-specific practices:					
<p>EP1. Support analyses of a range of grade-level complex texts with evidence.</p> <p>EP6. Use English structures to communicate context-specific messages.</p>	<p>MP1. Make sense of problems and persevere in solving them.</p>		<p>SP1. Ask questions and define problems.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>		
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>Literature</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>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).</p> <p>L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p> <p>Informational Text</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

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

ELP.9-12.9.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>create clear and coherent grade-appropriate speech and text . . .</p>	<p>with support (including context and visual aids) and non-verbal communication,</p> <ul style="list-style-type: none"> communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recount a short sequence of events in order, and introduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g., <i>first, next, because</i>) <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<p>MP1. Make sense of problems and persevere in solving them.</p> <p>MP3. Construct viable arguments and critique reasoning of others.</p>		<p>SP7. Engage in argument from evidence.</p> <p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

11-1212: Connector 10 (w/Literacy in Content Area Correspondences)

ELP.9-12.10.	By the end of each English language proficiency level, an EL can . . .				
	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An EL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing...</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions produce simple and compound sentences. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences. 	<ul style="list-style-type: none"> use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses produce and expand simple, compound, and complex sentences. 	<ul style="list-style-type: none"> use complex phrases and Clauses produce and expand simple, compound, and complex sentences.
when engaging in one or more of the following content-specific practices:					
<p>EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>EP6. Use English structures to communicate context-specific messages</p>		<p>MP6. Attend to precision.</p>		<p>SP8. Obtain, evaluate, and communicate information.</p>	
when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:					
<p>L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.</p> <p>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.</p> <p>* Strongly applies to literacy in history/social studies and science/technical subjects</p>					

Proficiency Level Descriptors for English Language Proficiency Connectors

The purpose of this Proficiency Level Descriptors⁶ for English Language Proficiency Standards document is to complement, rather than replace, the ELP Connectors. This document provides summary definitions and more detailed descriptions of what ELs' language forms⁷ might look like as ELs gain proficiency with the strategic set of language functions⁸ outlined in the ELP Connectors. Following a glossary of key terms, the document concludes with an appendix that provides background information about the contexts in which the PLDs are situated.

Proficiency Level Descriptor Summaries

In general, PLDs provide “descriptions of the level of English language knowledge and skills required of each [proficiency] level” (Perie, 2008, p. 15). When designing the ELP Standards, the language forms outlined in the PLDs were embedded throughout the grade-level/grade-span ELP Connectors according to the grade-appropriate expectations that had been placed in each ELP Connector.

High level summaries of the PLDs provide an overview in relation to:

1. the degree of control of English that ELs typically show as they participate in grade-appropriate classroom-based activities involving the strategic language functions outlined in the ELP Connectors; and
2. what the forms of ELs' language-related performance typically look like.

Table 1. High Level Summaries of Forms Embedded within the ELP Connectors

	By the end of each ELP level, an ELL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
Proficiency Level Descriptors Summaries	<ul style="list-style-type: none"> • show limited control of English when participating in grade-appropriate classroom activities • convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary 	<ul style="list-style-type: none"> show emerging control of English when participating in grade-appropriate classroom activities • convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary 	<ul style="list-style-type: none"> • show developing control of English when participating in grade-appropriate classroom activities • use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary 	<ul style="list-style-type: none"> • show increasingly independent control of English when participating in grade-appropriate classroom activities • convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary 	<ul style="list-style-type: none"> • show independent control of English when participating in grade-appropriate classroom activities • convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary

⁶ A note on the use of the term Proficiency, rather than Performance, in this phrase: The ELP Connectors focus on proficiency levels rather than performance levels. For consistency with the ELP connectors, this document uses the term Proficiency Level Descriptors, rather than Performance Level Descriptors as had been suggested in Perie (2008), a journal article that primarily focuses on creating PLDs for content-area assessments. The descriptors detailed in this document address five ELP levels; the uppermost ELP level is part of the calculation of whether a student is fully English proficient.

⁷ As used in the ELP Connectors, the term language forms refers to vocabulary, grammar, and discourse specific to a particular content area or discipline

⁸ As used in the ELP connectors, the term language functions refers to what students do with language to accomplish content-specific tasks.

Additionally, once a student is considered English proficient for the purposes of EL assessment and eligibility for EL services, the student will continue to develop English language skills beyond involvement in an English language development program. Development of language skills is an ongoing process that continues throughout one’s lifetime.

Detailed Proficiency Level Descriptors

The progressions shown in Table 2 provide more detailed information on the language forms which were embedded in ELP Standards according to grade-appropriate expectations. They show an increasingly sophisticated use and control of language forms at the discourse, sentence, and vocabulary levels, as ELLs develop use and control of the language functions needed to participate in content-specific practices (Bailey, Reynolds Kelly, Heritage, Jones & Bernstein-Blackstock, 2013; Bailey & Heritage, 2008; Cook, White, Castro, Patton, & Bird, 2012; Valdes, Walqui, Kibler, & Alvarez, 2012).

During development, the PLDs in Table 2 were framed in relation to the “high-leverage characteristics” (Bailey, et al., 2013 p. 84) needed for addressing the language demands found within CCR standards, at the discourse, sentence, and vocabulary ⁹levels. Bailey and colleagues (2013) clarify that “Analogous to Stevens et al.’s (2009) notion of a hypothetical learning trajectory, linguistic hallmarks present the trajectory of individual linguistic and discourse features” (p.74) helping to delineate steps taken along the progression of English language development. Based on the authors’ preliminary analyses of pilot data, characteristics for discourse, sentence, and vocabulary levels include:

1. **Discourse level:** level of control over organization, cohesion, and overall stamina
2. **Sentence level:** sophistication of sentence structure
3. **Vocabulary level:** sophistication of vocabulary (e.g., range and specificity), including expansion of word groups and grammatical forms

Table 2. Detailed Proficiency Level Descriptors for Forms Embedded within the ELP Connectors¹⁰

	By the end of each ELP level, an ELL can...				
	Level 1	Level 2	Level 3	Level 4	Level 5
Discourse Level What is the amount of content-specific language that can be quickly processed or easily produced?	<ul style="list-style-type: none"> • simple information about an event, experience, and/or topic • short sentences composed of simple or predictable phrases or sentences 	<ul style="list-style-type: none"> • a brief sequence of events in order and/or introduction of a topic with supporting details • multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems 	<ul style="list-style-type: none"> • related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) • related paragraphs on grade-appropriate content-area texts 	<ul style="list-style-type: none"> • related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) • multiple paragraphs containing a variety of sentences on grade-appropriate content-area text 	complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation} <ul style="list-style-type: none"> • multiple paragraphs, chapters, and essays on grade-appropriate content-area text

⁹ Referred to as the “word” level in Bailey & Heritage, 2008; Bailey, et al., (2013).

¹⁰ As a reminder: See the grade-level/grade-span ELP Connectors

	<ul style="list-style-type: none"> • limited (i.e., initial) cohesion among sentence structures 	<ul style="list-style-type: none"> • loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases 	<ul style="list-style-type: none"> • developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions 	<ul style="list-style-type: none"> • increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing) 	<ul style="list-style-type: none"> • accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events
<p>Sentence Level</p> <p>How much information is packed within a sentence structure (clause) or sentence?</p>	<p>syntactically simple sentences including:</p> <ul style="list-style-type: none"> • verb tenses such as present, present progressive, simple future (going to), simple past • modifiers such as adjectives, adverbs • simple grammatical constructions (e.g. commands, some wh questions, declaratives) • common social and instructional patterns or forms 	<p>combinations of simple sentence structures including:</p> <ul style="list-style-type: none"> • verb tenses such as past tense (irregular), past progressive, simple future • modifiers such as frequently occurring prepositions, adjectives, adverbs • repetitive phrases and sentence patterns across content areas 	<p>descriptive sentences characterized by frequently occurring complex sentence structures including:</p> <ul style="list-style-type: none"> • verb tenses such as present perfect • modifiers such as subordinating conjunctions, and prepositional phrases • simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas 	<p>descriptive sentences characterized by increasingly complex sentence structures including:</p> <ul style="list-style-type: none"> • verb tenses such as past perfect • modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) • expanded simple compound, and complex sentence patterns characteristic of content areas 	<p>descriptive sentences characterized by wide variety of sophisticated sentence structures including:</p> <ul style="list-style-type: none"> • verb tenses such as passive voice and subjunctive • modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) • a wide range of idiomatic and unique sentence patterns characteristic of content areas
<p>Vocabulary Level</p> <p>What is the range and specificity of words, phrases, and expressions used?</p>	<p>a limited (i.e., initial) range of simple vocabulary including:</p> <ul style="list-style-type: none"> • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) 	<p>a simple vocabulary including:</p> <ul style="list-style-type: none"> • frequently occurring words and phrases 	<p>a developing vocabulary including:</p> <ul style="list-style-type: none"> • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions 	<p>a wider vocabulary including:</p> <ul style="list-style-type: none"> • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases 	<p>a wide vocabulary including:</p> <ul style="list-style-type: none"> • a larger proportion of vivid, less frequently occurring words and phrases

<ul style="list-style-type: none"> • a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication 	<ul style="list-style-type: none"> • one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • frequently occurring pronouns used with increasing precise control • a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form 	<ul style="list-style-type: none"> • an emerging awareness of how to create new words from familiar words (i.e., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words • relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why) • transparent idioms with developing grammatical complexity 	<ul style="list-style-type: none"> • multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • an increasing number of intensive pronouns to add emphasis to a statement (e.g., myself, ourselves) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity 	<ul style="list-style-type: none"> • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns • opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity
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A Note on Tables 1 and 2

The Levels 1–5 descriptors in Table 1 and Table 2 describe targets for EL performance by the end of each ELP level. However, students may demonstrate a range of abilities within and across each ELP level; second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels. Differences in abilities within ELP levels are based upon ELs’ native language proficiency, their academic background in their first language, and their individual differences. For the purposes of presentation and understanding, the Levels 1–5 descriptors describe proficiency at the end of each ELP level in terms of a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities.

At any given point along their trajectories of English learning, ELs may exhibit some abilities (e.g., speaking skills) at a higher proficiency level while exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform a particular task at a lower proficiency level but need review at the next highest proficiency level when presented with a new or more complex type of task. Since, by definition, EL status is a temporary status, an ELP level does not categorize a student (e.g., “a Level 1 student”), but, rather, identifies what a student knows and can do at a particular stage of ELP (e.g., “a student at Level 1” or “a student whose listening performance is at Level 1”).

A Note on Scaffolding

While many ELP standards' PLDs include references to scaffolding, the PLDs shown in this document do not include reference to scaffolding in relation to ELP levels. As outlined in Guiding Principle 4 of the ELP Standards, it is recommended that scaffolding should not be framed only as support to be provided to ELs with lower levels of ELP, and it is important to avoid encouraging or reinforcing static notions of what students can or cannot do at various levels of ELP. **Guiding Principle 4 states:**

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. (CCSSO, 2013, p. 4; emphasis added)

It is important that educators use a more nuanced approach to scaffolding (Walqui, Bunch, Kibler, & Pimentel, 2013). Scaffolding can be provided to students throughout the process of ELP, not just at the lower ELP levels.

Students at every level of English language proficiency will engage in some academic tasks that require little or no scaffolding because the students have already mastered the requisite skills and language; other tasks that require moderate scaffolding because the students can carry out some aspects of the task independently but require linguistic or other support for other aspects; and tasks that require substantial scaffolding because they entail cognitively and linguistically unfamiliar and challenging content or skills. (Walqui et al., 2013, p. 5; emphasis in original)

**Illustration of Dr. Jim Cummins' Grid
(4 Quadrants)**

Cognitively Undemanding (BICS)

Following Directions Face-to-Face Conversation Getting Absence Excuse Buying popcorn Oral Presentations Content Classes (Art, Music)		Telephone Conversation Note on the Refrigerator Written Directions, Instructions (No diagrams or illustrations)	
Context Embedded	A	C	Context Reduced
B Demonstrations, Experiments A-V Assisted Lessons Basic Math Computations Plane Geometry Projects and Activities Health Instruction Social Studies Science Experiments		D Standardized Tests LEAP; ACT; EOC Reading / Writing Math Concepts and Applications Explanations of New Abstract Concepts Lecture with few Illustrations Social Science Texts Mainstream English Texts Most Content Classes	
SCAFFOLDS PROVIDED			

Cognitively Demanding (CALP)

All of the activities above the solid black line (included in quadrants A and C) fall into the category that Dr. Cummins calls Basic Interpersonal Communicative Skills or BICS. As you can see the activities in quadrant A are context rich (as indicated by being left of the dotted line). In quadrant A you receive context clues to help with understanding. In quadrant C, you receive less or none of the context clues to help you (as indicated by being right of the dotted line). However none of the activities in either A or C are cognitively demanding.

The English Language Proficiency Connectors are written as pathways to the Louisiana Student Standards. The ELP Connectors are designed to supplement the Louisiana Student Standards to ensure that English learners (ELs) develop proficiency in both the English language and the concepts and skills contained in Louisiana Student Standards.

This section contains language functions and forms that native English speakers acquire mostly before entering school or naturally at home. These language functions and forms, however, need to be explicitly taught to English learners (ELs). They may be taught to ELs at all grade levels, and as the need and context arises.

Forms of a language deal with the internal grammatical structure of words. The relationship between *boy* and *boys*, for example, and the relationship (irregular) between *man* and *men* would be **forms** of a language.

A language **function** refers to the purpose for which speech or writing is being used.

In speech these include:

- giving instructions
- introducing ourselves
- making requests

In academic writing we use a range of specific functions in order to communicate ideas clearly. These include:

- describing processes
- comparing or contrasting things or ideas, and
- classifying objects or ideas

The contrast between **form** and **function** in language can be illustrated through a simple medical analogy. If doctors studied only a limited portion of the human system, such as anatomical form, they would be unable to adequately address their patient's needs. To fully treat their patients, physicians must understand the purposes of the human body and the relationships between organs, cells, and genes (Pozzi, 2004). Similarly, ELLs need to understand both the **form** (structure) and the **function** (purpose) of the English language in order to reach higher levels of proficiency.

Pozzi, D. C. (2004). *Forms and Functions in Language: Morphology, Syntax*. Houston, TX: College of Education, University of Houston

ADAPTED FROM: www.ode.state.or.us/teachlearn/standards/elp/files/all.doc.

Language Function	Examples of Language Forms
Expressing needs and likes	Indirect/ direct object, subject/ verb agreement, pronouns
Describing people, places, and things	Nouns, pronouns, adjectives
Describing spatial and temporal relations	Prepositional phrases
Describing actions	Present progressive, adverbs
Retelling/relating past events	Past tense verbs, perfect aspect (present and past)
Making predictions	Verbs: future tense, conditional mode
Asking Informational Questions	Verbs and verb phrases in questions
Asking Clarifying Questions	Questions with increasing specificity
Expressing and Supporting Opinions	Sentence structure, modals (will, can, may, shall)
Comparing	Adjectives and conjunctions, comparatives, superlatives, adverbs
Contrasting	Comparative adjectives
Summarizing	Increasingly complex sentences with increasingly specific vocabulary
Persuading	Verb forms
Literary Analysis	Sentence structure, specific vocabulary
Cause and Effect	Verb forms
Drawing Conclusions	Comparative adjective
Defining	Nouns, pronouns, and adjectives
Explaining	Verb forms, declarative sentences, complex sentences, adverbs of manner
Generalizing	Abstract nouns, verb forms, nominalizations
Evaluating	Complex sentences; increasing specificity of nouns, verbs, and adjectives
Interpreting	Language of propaganda, complex sentences, nominalizations
Sequencing	Adverbs of time, relative clauses, subordinate conjunctions
Hypothesizing and speculating	Modals (would, could, might), compound tenses (would have been)

ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS ALL GRADES

1. Language Function: Expressing Needs and Likes					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS:
Students demonstrate minimal comprehension of general meaning; gain familiarity with the sounds, rhythms and patterns of English. Early stages show no verbal responses while in later stages one or two word responses are expected. Students respond in single words and phrases, which may include subject or a predicate. Many speech errors are observed. <i>(bear, brown)</i>	Students demonstrate increased comprehension of general meaning and some specific meaning; use routine expressions independently and respond using phrases and simple sentences, which include a subject and predicate. Students show basic errors in speech. <i>(The bear is brown. He is eating.)</i>	Students demonstrate good comprehension of general meaning; increased comprehension of specific meaning; responds in more complex sentences, with more detail using newly acquired vocabulary to experiment and form messages. <i>(The brown bear lived with his family in the forest.)</i>	Students demonstrate consistent comprehension of general meaning; good understanding of implied meaning; sustain conversation, respond with detail in compound and complex sentences; actively participate using more extensive vocabulary, use standard grammar with few random errors. <i>(Can bears live in the forest if they find food there?)</i>	Students' comprehension of general and implied meaning, including idiomatic and figurative language. Students initiate and negotiate using appropriate discourse, varied grammatical structures and vocabulary; use of conventions for formal and informal use. <i>(Would you like me to bring pictures of the bear that I saw last summer?)</i>	
One or two-word answers (nouns or yes/no) to questions about preferences, (e.g., <i>two, apples, or tree</i>)	Simple sentences with subject/verb/object. <i>"I like/don't like—(object)—." I need a /some — (object)—."</i>	Elaborated sentences with subject/verb/object	Sentences with subject/verb/object and dependent clause	Complex sentences, perhaps with tags or embedded questions	Sentence Structure: The basic sentence structures that we use to express needs and likes are foundations to the more complex sentence structure we use for academic purposes.

2. Language Function: Describing People, Places and Things					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Common nouns and adjectives	Simple sentences with the verb to be, using common nouns and adjectives. <i>The (my, her) _____ is/are _____. A (it) has/have _____.</i>	Elaborated sentences has/have/had or is/are/were with nouns and adjectives	Compound sentences with more specific vocabulary (nouns, adjectives)	Complex sentences with more specific vocabulary (nouns, adjectives)	Nouns Pronouns and Adjectives: Students learn to understand and generate oral and written language with nouns, pronouns and adjectives.

3. Language Function: Describing Location					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Demonstrated comprehension of total physical response commands, including prepositions (e.g., <i>on, off, in, out, inside, outside</i>)	Simple sentences with prepositional phrases (e.g., <i>next to, beside, between, in front of, in back of, behind, on the left/right, in the middle of, above, below, under</i>)	May include two prepositional phrases with more difficult prepositions (e.g., <i>in front of, behind, next to</i>)	Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>)	Complex sentences with phrases using prepositions (e.g., <i>beneath, within</i>)	Prepositional Phrases: Students learn to understand and generate oral and written language with prepositional phrases.

4. Language Function: Describing Action					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Demonstrate comprehension (perform or describe actions)	Present progressive	Variety of verb tenses and descriptive adverbs	Adverb clauses telling <i>how, where, or when</i>	Adverb clauses telling <i>how, where, or when.</i>	Present Progressive, Adverbs: Students learn to understand and generate oral and written language skills with present progressive and adverbs.

5. Language Function: Retelling/Relating Past Events					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Single words in response to past tense question	Simple sentences with past progressive ___ (pronoun) _____was/were e _____-ing.	Simple sentences with regular and irregular past tense verbs "Yesterday/Last_____/Onday (pronoun) ed (prep. phrase or other direct object)." First ___ and then . Finally	Compound sentences using past tense and adverb	Present progressive/past perfect tense with specialized prepositions _____have/has been _____-ing since/for	Past Tense Verbs: Students learn to understand and generate oral and written language with past tense verbs.

6. Language Function: Making Predictions					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
In response to questions, may respond by circling, pointing, and so on, or answer with one or two words	The_____is/are going to _____.	The_____will _____.	Conditional (could, might) mood in complex sentences	Conditional (could, might) mood in complex sentences	Verbs: Future Tense, Conditional Mood: Students learn to understand and generate oral and written language with future tense verbs and conditional mood.

7. Language Function: Asking Informal Questions					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Simple questions about familiar or concrete subjects	Present or present progressive tense questions with <i>to be</i>	Who, what, where, why questions with <i>do</i> or <i>did</i>	Detailed questions with <i>who, what, when, where, why</i> and <i>how</i>	Detailed questions with expanded verb phrase	Verbs and Verb Phrases in Questions: Students learn to understand and generate oral and written language with verbs and verb phrases in questions.

8. Language Function: Asking Clarifying Questions					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Not Applicable	Formula questions clarifying classroom procedures, rules and routines	Formula questions clarifying classroom procedures, rules and routines	A variety of fairly specific questions clarifying procedures or content	Varied, specific questions clarifying procedures or content	Questions with Increasing Specificity

9. Language Function: Expressing and Supporting Opinions					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
I like/don't like _____ (concrete topics).	I think/agree with (don't) ____.	I think/agree with (don't) _____ because _____.	In my opinion _____ should _____ because/so _____.	Complex sentences using modals and clauses	Sentence Structure

10. Language Function: Comparing					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Single words or phrases in response to concrete comparison questions	Sentences with subject/verb/adjective showing similarities and differences	Subject/verb/adjective, <i>but</i> _____. Adjective with –er or –est	Varied sentence structures with specific comparative adjectives and phrases	Complex sentence structure with specific comparative language	Adjectives and Conjunctions

11. Language Function: Contrasting					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
	Sentences with subject/verb/adjective showing similarities and differences	Subject/verb/adjective <i>like</i> ____ <i>but</i> subject/verb/adjective	Subject/verb/adjective, <i>Both</i> subject/verb, <i>but</i>	Approximately used idiomatic phrases and contrasting words (e.g., <i>whereas</i> , and <i>in contrast</i>)	Comparative Adjectives

12. Language Function: Summarizing					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
	Simple sentences with key nouns, adjectives, and verbs	Compound sentences with <i>and/but</i>	Conjunctions that summarize (<i>to conclude, indeed, in summary, in short</i>)	Conjunctions that summarize (<i>indeed, therefore, consequently</i>)	Increasingly Complex Sentences with Increasingly Specific Vocabulary

13. Language Function: Persuading					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Imperative verb forms	Complex sentences with future and conditional	Complex sentences with varied verb forms and tag questions, idiomatic expressions or embedded clauses	Verb Forms

14. Language Function: Literary Analysis					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Single words for character and setting	Simple sentences (subject/verb/adjective) (subject/verb/object)	Compound sentences with <i>and, because, before, after</i>	Descriptive language in more complex sentences	Specific descriptive language in complex sentences	Sentence Structure and Specific Vocabulary

15. Language Function: Cause and Effect Relationship					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
	Answer cause and effect question with a simple response	Descriptive sentences with past tense verbs	Complex sentences with past tense verbs	Conditional: If ____ had/hadn't____. ____ would/wouldn't have	Verb Forms

16. Language Function: Draw Conclusions					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Comparative adjectives with past tense verbs in simple sentences	Comparative adjectives with conjunctions such as <i>although, because, that</i>	Comparative adjectives with idiomatic phrases and passive voice	Comparative Adjectives

17. Language Function: Defining					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Patterned responses: <i>A table is furniture/ A boy is a person.</i>	Simple terms, aspects of concrete and familiar objects, regular nouns singular and plural, personal pronouns, present tense, simple sentences	Connected text including irregular nouns, personal, possessive pronouns and adjectives with some irregular past tense verbs	Concrete and abstract topics using irregular nouns, singular and plural, personal and possessive pronouns and adjectives	Clear, well-structured, detailed language on complex subjects, showing controlled use of nouns, pronouns, adjectives	Nouns, Abstract Nouns, Pronouns, Adjectives: Students learn to define concrete and abstract objects/concepts with correct nouns, pronouns, and adjectives

18. Language Function: Explaining					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences (<i>Large oaks grew in the park/ The length of the room is 40 feet.</i>)	Explain simple, straightforward information of immediate relevance, using regular verbs and adverbs of manner in declarative sentences and compound sentences (<i>Maria planted the petunia seeds carefully.</i>)	Get across important points using declarative, compound and complex sentences, regular and irregular verb forms Complex: <i>As I came home, I stopped at the store.</i> Compound: <i>The children who came in early had refreshments, but those who came late had none.</i>	Get across which point he/she feels is most important using regular and irregular verb forms, adverbs of manner and compound-complex sentences. Adverbs of manner: <i>The children who sang loudly got a cookie, but those who didn't sing had none.</i>	Main points in familiar idea or problem with some precision using simple indicative verb forms in simple declarative sentences (<i>Large oaks grew in the park/ The length of the room is 40 feet</i>)	Verb Forms- Indicative verb (<i>makes a statement of fact</i>), Declarative Sentences, Complex Sentences, Adverbs of Manner: Students learn to develop and use explanations using appropriate verb forms, declarative and complex sentences and adverbs of manner.

19. Language Function: Generalizing					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Imperative mode: expresses command (<i>Take me home. Stay there.</i>) Collective nouns name, as a unit, the members of a group (<i>herd, class, jury,</i> <i>congregation</i>).	Indicative mode: makes a statement of fact (<i>The temperature is low.</i>) Abstract nouns: name things or ideas that people cannot touch or handle (<i>beauty, honesty,</i> <i>comfort, love</i>).	Subjunctive mode: expressing a condition contrary to fact or expressing a doubt (<i>If only he were here.</i>)	Nouns – Common, Collective and Abstract Nouns; Verb Forms: Nouns – Common, Collective and Abstract Nouns; Verb Forms:

20. Language Function: Evaluating					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Adjectives that point out particular objects (<i>that wagon, those toys, each person, every girl</i>) Number adjectives: (<i>two men, ten ships, the third time, the ninth boy</i>)	Adjectives used to limit: (<i>few horses, much snow, little rain</i>)	Evaluate simple direct exchange of limited information on familiar and routine matters using simple verbs and adjectives. Correlative conjunctions are used in pairs: both – and; not only – but also (<i>Neither the teacher nor the students could solve the problem.</i>)	Qualify opinions and statements precisely in relation to degrees of certainty/uncertainty, belief/doubt, likelihood, etc.	Convey finer, precise shades of meaning by using, with reasonable accuracy, a wide range of qualifying devices, such as adverbs that express degree (<i>This class is too hard.</i>); clauses expressing limitations (<i>This is a school van, but it is only used for sports.</i>); and complex sentences	Complex Sentences; Increasing Specificity of Nouns, Verbs, and Adjectives; Correlative Conjunctions: Students learn to understand and use complex sentences using very specific nouns, verbs and adjectives.

21. Language Function: Interpreting					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Interpret a single phrase at a time, picking up familiar names, words, and basic phrases <i>(D’Onofrio chocolates are the best.)</i>	Interpret short, simple texts containing the highest frequency vocabulary	Interpret short, simple texts on familiar matters of a concrete type, which consist of high frequency every day or school- related language	Interpret a wide range of long and complex texts, appreciating subtle distinctions of style and implicit as well as explicit meaning	Interpret critically virtually all forms of the written language including abstract, structurally complex, or highly colloquial non-literary writings	Language of Propaganda, Complex Sentences: Students learn to identify and interpret the language of propaganda and use complex sentences.

22. Language Function: Sequencing					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Subject <i>(The girl who was sick went home.)</i> Natural sequencing	Direct object <i>(The story that I read was long.)</i> Indirect object <i>(The man to who[m] I gave the present was absent.)</i>	Prepositional object <i>(I found the book that John was talking about.)</i>	Possessive <i>(I know the woman whose father is visiting.)</i> Subordinate conjunctions- used to join two grammatical parts of equal rank <i>(Although he worked hard, he did not finish his homework.)</i>	Object of comparison <i>(The person whom Susan is taller than is Mary.)</i>	Adverbs of time, Relative clauses, and Subordinate conjunctions: Students learn sequencing using adverbs of time, relative clauses and subordinate conjunctions.

23. Language Function: Hypothesizing and Speculating					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
		Auxiliary verbs that indicate futurity: <i>will</i> and <i>shall</i>	Auxiliary verb indicating desire or intent: <i>would</i>	Auxiliary verbs include modal verbs, which may express possibility: <i>may, might, can, could.</i>	Modals (would, could, might), Compound tenses (would have been): Students learn to hypothesize and speculate using modals and compound tenses.

24. Language Function: Summarizing					
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS
Copy out short texts; can copy out single words and short texts	Paraphrase short written passages in a simple fashion, using the original text wording and ordering; pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience	Summarize extracts from news items, interviews or documentaries containing opinions, argument and discussion; summarize the plot and sequence of events in a poem or play; collate short pieces of information from several sources and summarize them for someone else	Summarize a wide range of factual and imaginative texts, commenting on and discussing contrasting points of view and the main themes	Summarize information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result	Modals (would, could, might), Compound tenses (would have been): Students learn to summarize and speculate using modals and compound tenses.

QUESTIONS TO ASK:

- What linguistic challenges will the lesson/text present? (**Function and/or Form**)
- What vocabulary/language structure (**Forms**) needs pre-teaching so students can comprehend and participate?
- What level of differentiation (scaffolds provided) must be done so that students can participate independently (listening, speaking, reading, writing)?

KEEP IN MIND:

- EL students may appear proficient as they talk about personal topics, but will develop difficulty when they are required to listen, speak, read and write in academic content areas.
- We can help ELs develop academic proficiency by teaching the language they need to complete a required task.
- Attempt to increase academic demands while decreasing language demands.

LANGUAGE DEMANDS (OBJECTIVE):

1. What is the content knowledge (objective) being presented in the lesson?
2. What is the purpose for which the language is being used? (**language function**)
 - express needs/likes
 - describe
 - retell
 - predict
 - compare/contrast
 - summarize
 - question
 - explain
 - persuade
 - cause/effect
 - define
 - sequence
 - convince
 - label
 - demonstrate
 - classify
 - provide
 - use
 - apply
 - determine
 - justify
 - discuss
 - apply
 - suggest

(Not an exhaustive list)

3. What will students do to accomplish the above purpose (language skills)?

Listen

Speak

Read

Write

Types of Language Demands

Receptive- demands that refer to the language students **must understand** in order to complete task

Productive- demands that refer to language students **must use** to complete task

Interactive- kind of productive demands that involve **two-way interactive communication** and negotiation of meaning

4. What vocabulary/concepts are essential for students to engage in the lesson? What is the content-area vocabulary that students need to use, produce, process and/or understand?

5. What **form** (grammar or language structure) could be addressed in lesson or student will need to complete task?

- forming questions
- nouns
- pronouns
- adjectives
- adverbs
- verb tense
- use of "s"
- subject-verb agreement
- sentence structure
- punctuation
- pronouns
- If ____, then statements
- comparisons
- contractions
- plurals
- more than, less than

(Not an exhaustive list)

6. What activity/assignment will the students be responsible for? What supports (graphic organizer, pictures sentence/paragraph frames; manipulatives, book on tape, native English speaking partner, etc.) will the students need to independently complete the task?

Write down everything that students need to demonstrate, know, or do in order to successfully complete task(s) in terms of...

Content Knowledge	Analytical Skills	Language	
		Function	Form

D. Crosby-Ruskosky and S. Huse, 2011. * adapted from Rothenberg & Fischer 2007. Pozzi, D.C. (2004) Forms and functions of language: Morphology, syntax.

GLOSSARY

Cognate: A word that has the same linguistic derivation as another; from the same original word or root. Examples of cognates in Indo-European languages are the words *night* (English), *nuit* (French), *Nacht* (German), *nacht* (Dutch), etc., derived from the Proto-Indo-European (PIE) **nókʷts*, "night"; the Hebrew שָׁלוֹם *shalom*, the Arabic مَآلِم *salām*, and the Amharic *selam* ("peace") are also cognates, derived from Proto-Semitic **šalām-*.

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

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

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

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

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

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

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

Control: As used in the ELP Standards, refers to the degree to which a student may use a particular form with stability and precision.

For example, independent control occurs when “In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see **Linking words**], and their explanations require little effort from a listener to understand the steps or process being explained” (Bailey, 2013, p. 13).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Informational text: Text with a primary purpose to inform the reader about the natural or social world (includes explanatory text). See [Appendix A of the CCSS ELA & Literacy Standards](#).

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

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

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

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

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

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

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

Research projects:

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

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

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

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

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

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

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

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

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

- **Academic vocabulary** (see also [Appendix A of the CCSS for ELA & Literacy](#), p. 33):
 - **General academic words and phrases:** Vocabulary common to written texts but not commonly a part of speech; as used in the ELP Standards, analogous to Tier Two words and phrases. Bailey & Heritage (2010) refer to this as “school navigational language.”

- **Content-specific words and phrases:** Words and phrases appropriate to the topic or specific to a particular field of study. Sometimes referred to as “terms.” (*Terms* are words and phrases that are given specific meanings in specific contexts.) Bailey & Heritage (2010) refer to this as “curriculum content language.” As defined in [Language standard 6](#) of the Louisiana Student Standard for ELA, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the ELP Connectors do not suggest that vocabulary taught to ELLs should be limited to only that defined by the CCSS.)
 - [Three Tiers of Vocabulary:](#)
 - Tier One: Words acquired through everyday speech, usually learned in the early grades.
 - Tier Two: Academic words that appear across all types of text. These are often precise words that are used by an author in place of common words (e.g., “gallop” instead of “run”). They change meaning with use.
 - Tier Three: Domain-specific words that are specifically tied to content (e.g., “Constitution,” “lava”). These are typically the types of vocabulary words that are included in glossaries, highlighted in textbooks, and addressed by teachers. They are considered difficult words that are important to understanding content.
 - **Frequently occurring vocabulary:** This includes common words and phrases, as well as idiomatic expressions.
 - **Social vocabulary/language:** Cummins (2000) refers to this as “surface proficiency” and, in earlier iterations of his work, as Basic Interpersonal Communicative Skills (BICS).

Wh- questions: “Who,” “what,” “where,” “when,” “why,” and “how” questions.

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

English

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