

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
October 21, 2021

OFFICE OF ELEMENTARY EDUCATION AND READING

- C.01. Approval to adopt Mississippi English Language Proficiency (MS-ELP) Standards
(Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

Pursuant to Miss. Code Ann. § 37-1-3 the State Board of Education shall adopt and maintain a curriculum and course of study to improve student learning outcomes. The statute allows for the creation of curriculum and course of study which includes the development of English learner Standards. The MS-ELP and the MS Alt-ELP standards were developed in collaboration with states under the aegis of the Council of Chief State School Officers. The standards are based on current applied research in linguistics, language development, meta-cognition, and literacy, and reflect the language demands of rigorous college-and career-ready standards. Each of the ten standards is described through the 13 grades (PK-12) and five performance levels, so that educators can easily identify where students are strong and where they need additional scaffolded support.

Recommendation: Approval

Back-up material attached

APA Comment Summary on MS ELP Standards Adoption

The Office of Elementary Education and Reading received the following APA comments pertaining to the MS ELP Standards Adoption.

Summary of Comment	MDE Response
<p>It does not seem that Mississippi teachers were consulted in the creation of these standards.</p> <p>There is no guarantee that the people who developed these standards have ever actually been classroom teachers or that they have done it recently.</p> <p>The grant money used to develop these standards could have and should have been given to teachers from the state of Mississippi to develop standards that we know will work with our students.</p>	<p>Additional guidance documents are currently under development in collaboration with Mississippi educators.</p> <p>Each set of standards was developed by a collaborative group of stakeholders from multiple states; these stakeholder groups included state education agency staff and leadership, school-based personnel specializing in English learner education and English language development, special education, and students with significant cognitive disabilities, instructional coaches, assessment specialists, and states' federal programs officers.</p> <p>No Mississippi grant money was used to develop these standards</p>
<p>I am not sure how I would actually be able to use these standards from a practical and logistical standpoint. Many ESL teachers in Mississippi have to travel between multiple schools and teach multiple grade and developmental levels.</p>	<p>The standards are broken down by grade bands and provide additional descriptors for multiple levels of English language proficiency. Additional guidance documents are currently under development in collaboration with Mississippi educators. These documents will clarify many questions.</p>
<p>These standards are incredibly vague, provide little actual guidance on specific standards that can be taught to a group, and somehow at the same time are bloated.</p>	<p>The standards are meant to be integrated into the Mississippi College-and Career-Ready Standards in multiple subjects (ELA, Science/Technical Subjects and History/Social Studies). Additional guidance documents are currently under development in collaboration with Mississippi educators.</p> <p>Training on the standards and support documents will be provided for district personnel.</p>

List comments here – all emails, letters, or calls are included as back-up

From: [Carr, Katherine](#)
To: [Sandra C. Elliott](#)
Subject: Comments on possible ELP standards
Date: Friday, September 10, 2021 4:16:31 PM

Good afternoon,

I am writing because I have several concerns about the proposed new ELP standards. First, it does not seem that Mississippi teachers were consulted in the creation of these standards. This is problematic for a variety of reasons, chiefly that WestEd, the Council of Chief State School Officers, and the Understanding Language Initiative at Stanford University will not have to actually use these standards. There is no guarantee that the people who developed these standards have ever actually been classroom teachers or that they have done it recently. The grant money used to develop these standards could have and should have been given to teachers from the state of Mississippi to develop standards that we know will work with our students. Other subject area standards were developed at least with input from a committee of Mississippi educators. Not only does this take away the voices of Mississippi ESL teachers, but it is also took away funds that could have been spent in this state. Now that money is in other states in the pockets of people who have absolutely no incentive to put the money back into Mississippi or to create a product that is representative of the state of ESL in our state.

Second, I am not sure how I would actually be able to use these standards from a practical and logistical standpoint. Many ESL teachers in Mississippi have to travel between multiple schools and teach multiple grade and developmental levels. There is no way that I will actually be able to implement these because of the wide variety of educational environments I find myself in on any given day. I am not the only ESL teacher in this position. In fact, I think my situation is the norm for ESL teachers in Mississippi. The standards need to be accessible for us to use. These standards are the opposite of that.

Third, these standards are incredibly vague, provide little actual guidance on specific standards that can be taught to a group, and somehow at the same time are bloated. For example, the phrase Frequently occurring words and phrases is used in the standards. I was not sure what that means. I looked in the glossary to find this: "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: " That does not clear up the meaning of the term at all. Exactly which words and phrases should be taught? Are we supposed to be familiar with all the standards of all subjects that students might be learning to know which words and phrases are frequently occurring? If so, why are we paid the same as other teachers since we have to be ready to teach anything at any time and document it with repetitive and unnecessarily divided standards?

Compared to the language component of the ELA standards, these standards are not helpful. I am shocked that money was spent on these. If a refund can be obtained, I would suggest it be obtained and given to the actual educators who are ESL teachers in this state to create a set of

standards they can actually use.

Sincerely,

Katherine Carr
ESL Teacher
Harrison County School District

Confidentiality Notice: The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution or other use of the contents of this message is strictly prohibited. If you received the electronic message in error, please notify us immediately at 228-539-6500. It is the policy and commitment of Harrison County School District that it does not discriminate based on race, age, color, sex, national origin, physical/mental disability or religion.

Harrison County School District, 11072 Hwy 49, Gulfport MS 39503



MS English Language Proficiency (ELP) Standards

aligned to the [Mississippi College and Career Readiness Standards](#)



July 2021



English Language Proficiency Standards with Correspondences to the K-12 Practices and MS College- and Career-Readiness Standards

The contents of this document were developed under a grant from the U.S. Department of Education. Those contents do not necessarily represent the policy of the U.S. Department of Education, however; you should not assume endorsement by the Federal Government.

The contents of this document were developed under a grant from the U.S. Department of Education. Those contents do not necessarily represent the policy of the U.S. Department of Education, however; you should not assume endorsement by the Federal Government.

English Language Proficiency Standards with Correspondences to the K-12 Practices and MS College- and Career-Readiness Standards

The contents of this document were developed under a grant from the U.S. Department of Education. Those contents do not necessarily represent the policy of the U.S. Department of Education, however; you should not assume endorsement by the Federal Government.

MS English Language Proficiency (ELP) Standards with Correspondences to K–12 Practices and Mississippi College- and Career-Readiness Standards



Contents

Introduction	1
Guiding Principles	1
Design Features of the Standards	3
Organization of the Standards	3
Alternate Organization of the ELP Standards	5
Kindergarten ELP Standards	6
Kindergarten: Standards 1 and 2.....	6
Kindergarten: Standards 3, 4, and 5.....	7
Kindergarten: Standards 6, 7, and 8.....	8
Kindergarten: Standards 9 and 10.....	9
Grade 1 ELP Standards	10
Grade 1: Standards 1 and 2.....	10
Grade 1: Standards 3, 4, and 5.....	11

Grade 1: Standards 6, 7, and 8	12
Grade 1: Standards 9 and 10	13
Grades 2-3 ELP Standards	14
Grades 2-3: Standards 1 and 2	14
Grades 2-3: Standards 3, 4, and 5	15
Grades 2-3: Standards 6, 7, and 8	16
Grades 2-3: Standards 9 and 10	17
Grades 4–5 ELP Standards	18
Grades 4-5: Standards 1 and 2	18
Grades 4-5: Standards 3, 4, and 5	19
Grades 4-5: Standards 6, 7, and 8	20
Grades 4-5: Standards 9 and 10	21
Grades 6–8 ELP Standards	22
Grades 6-8: Standards 1 and 2	22
Grades 6-8: Standards 3, 4, and 5	23
Grades 6-8: Standards 6, 7, and 8	24
Grades 6-8: Standards 9 and 10	25
Grades 9–12 ELP Standards	26
Grades 9-12: Standards 1 and 2	26
Grades 9-12: Standards 3, 4, and 5	27
Grades 9-12: Standards 6, 7, and 8	28
Grades 9-12: Standards 9 and 10	29
Glossary	30

Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the *critical language, knowledge about language, and skills using language* that are in college-and-career-ready standards and that are necessary for English learners (ELs) to be successful in schools. Research completed by CCSSO on the 10 ELP Standards highlight a strategic set of language functions (what students *do* with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science. The five ELP levels for each of the ELP Standards address the question, **“What might an EL’s language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?”**

Guiding Principles

1. Potential

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

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

listening performance is at Level 1.” Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment.

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).

6. Special Needs

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

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 Standards. 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 Standards, should be integrated into the design of curriculum, instruction, and assessment for ELs.

Design Features of the Standards

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

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

The levels 1–5 descriptors for each of the 10 ELP Standards 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 Standard, the levels 1–5 descriptors reflect a linear progression across the proficiency levels of an aligned set of knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.

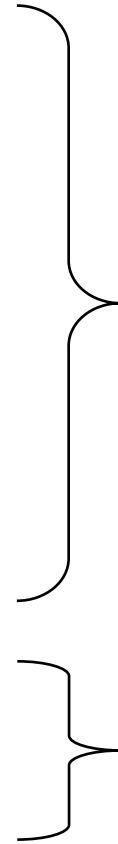
An EL at any given point along his or her trajectory of English learning may exhibit some abilities (e.g., speaking skills) at a higher proficiency level, while at the same time exhibiting other abilities (e.g., writing skills) at a lower proficiency level. Additionally, a student may successfully perform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

Organization of the Standards

For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard's importance to ELs' participation in the practices called for in the Mississippi College- and-Career-Readiness standards in ELA & Literacy, mathematics, and science.

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

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



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

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

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each proficiency level leave room for teachers, curriculum developers, and states to determine how each ELP Standard and descriptor should be reached and what additional topics should be addressed.

Alternate Organization of the ELP Standards

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

Modalities	Domains	Corresponding ELP Standards
Receptive³ modalities: This mode refers to the learner as a reader or listener/viewer working with ‘text’ whose author or deliverer is not present or accessible. It presumes that the interaction is with authentic written or oral documents where language input is meaningful and content laden. The learner brings background knowledge, experience, and appropriate interpretive strategies to the task to promote understanding of language and content in order to develop a personal reaction. (Phillips, 2008, p. 96)	Listening and Reading	1 construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing
		8 determine the meaning of words and phrases in oral presentations and literary and informational text
Productive modalities: The mode places the learner as speaker and writer for a ‘distant’ audience, one with whom interaction is not possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a planned or formalized speech act or written document, and the learner has an opportunity to draft, get feedback, and revise, before publication or broadcast. (Phillips, 2008, p. 96)	Speaking and Writing	3 speak and write about grade-appropriate complex literary and informational texts and topics
		4 construct grade-appropriate oral and written claims and support them with reasoning and evidence
		7 adapt language choices to purpose, task, and audience when speaking and writing
Interactive modalities: Collaborative use of receptive and productive modalities. This mode refers to the learner as a speaker/listener [and] reader/writer. It requires two-way interactive communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural aspects of communication as language proficiency develops. (Phillips, 2008, p. 96)	Listening, Speaking, Reading, and Writing	2 participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
		5 conduct research and evaluate and communicate findings to answer questions or solve problems
		6 analyze and critique the arguments of others orally and in writing

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

³ The ability to communicate via multiple modes of representation (e.g., non-verbal communication, oral, pictorial, graphic, textual) may be especially important for 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 EL 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.

Kindergarten ELP Standards

Kindergarten: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	<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>
K.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 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>

Kindergarten: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an EL can . . .					
		Level 1	Level 2	Level 3	Level 4	Level 5	
K.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	<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	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 <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	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> 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>

Kindergarten: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	[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.
	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.]	• 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.
	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 in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • 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), • 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), • 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), • answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

Kindergarten: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	[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., <i>and</i> , <i>then</i>).	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.
		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.
K.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 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.

Grade 1 ELP Standards

Grade 1: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.1	<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>

Grade 1: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.3	<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 <p>about familiar topics or experiences.</p>	<ul style="list-style-type: none"> express an opinion <p>about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> express an opinion give a reason for the opinion <p>about familiar stories, experiences, or events.</p>	<ul style="list-style-type: none"> express opinions give a reason for the opinion <p>about a variety of texts topics, experiences, and events.</p>	<ul style="list-style-type: none"> express opinions introduce the topic give a reason for the opinion provide a sense of closure <p>about a variety of texts, topics, experiences, or events.</p>
1.5	<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>

Grade 1: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
1.6	An EL can . . . analyze and critique the arguments of others orally and in writing.	[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 EL 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.
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), • 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.

Grade 1: Standards 9 and 10

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

Grades 2-3 ELP Standards

Grades 2-3: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	<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>

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	<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 presentations 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>
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.

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.6	An EL can . . .	with prompting and support,	with prompting and support,			
	analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<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 EL can . . .	<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.
	adapt language choices to purpose, task, and audience when speaking and writing.					
2-3.8	An EL can . . .	relying heavily on visual aids, context, and knowledge of morphology in his or her native language,	using context, visual aids, and knowledge of morphology in his or her native language,	using context, some visual aids, reference materials, and a developing knowledge of English morphology,	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes),
	determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</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>	<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>	<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>	<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>

Grades 2-3: Standards 9 and 10

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

Grades 4–5 ELP Standards

Grades 4-5: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	<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 presentations.</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 <p>about a variety of topics and texts.</p>

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	<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, events, or objects in the environment.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>
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.
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.

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	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 speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
4-5.7	An 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.
4-5.8	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 his or her native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.

Grades 4-5: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	An EL can . . . create clear and coherent grade-appropriate speech and text.	with 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 <p>with limited control.</p>	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> communicate simple information about a topic recount a simple sequence of events in order use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) <p>with emerging control.</p>	with support (including modeled sentences), <ul style="list-style-type: none"> introduce an informational topic present one or two facts about the topic recount a short sequence of events in order use an increasing range of temporal and other linking words (e.g., <i>next</i>, <i>because</i>, <i>and</i>, <i>also</i>) provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while</i>, <i>for example</i>, <i>in order to</i>, <i>as a result</i>) provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> introduce an informational topic develop the topic with facts and details recount a more detailed sequence of events, with a beginning, middle, and end use a variety of linking words and phrases to connect ideas, information, or events provide a concluding statement or section.
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), <ul style="list-style-type: none"> recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), use some relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), use some prepositional phrases produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>), use prepositional phrases use subordinating conjunctions produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use relative pronouns (e.g., <i>who</i>, <i>whom</i>, <i>which</i>, <i>that</i>), use relative adverbs (e.g., <i>where</i>, <i>when</i>, <i>why</i>) use prepositional phrases use subordinating conjunctions use the progressive and perfect verb tenses produce and expand simple, compound, and complex sentences.

Grades 6–8 ELP Standards

Grades 6-8: Standards 1 and 2

ELP Standard		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 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. 	
<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. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on familiar topics and texts • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information. 	<ul style="list-style-type: none"> • participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • paraphrase the key ideas expressed. 	<ul style="list-style-type: none"> • participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and specific evidence • summarize the key ideas • reflect on the key ideas expressed. 	

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .					
		Level 1	Level 2	Level 3	Level 4	Level 5	
6	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 <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>	
	7	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.
		8	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 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.

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .					
		Level 1	Level 2	Level 3	Level 4	Level 5	
6-8.6	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 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 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 according to task and audience begin to use frequently occurring general academic and content-specific words and phrases in conversations and discussions. 	with developing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use an increasing number of general academic and content-specific words and phrases in speech and short written texts show developing control of style and tone in oral or written text. 	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of general academic and content-specific academic words and phrases maintain consistency in style and tone throughout most of oral or written text. 	with ease, <ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience, use a wide variety of complex general academic and content-specific academic words to precisely express ideas maintain an appropriate and consistent style and tone throughout an oral or written text.
		6-8.8	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 and simple phrases 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, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots 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, 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, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.

Grades 6-8: Standards 9 and 10

ELP Standards		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, <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>	with support (including modeled sentences), <ul style="list-style-type: none"> recount a brief sequence of events in order introduce an informational topic present one or two facts about the topic use some commonly occurring linking words (e.g., <i>next, because, and, also</i>) provide a concluding statement <p>with emerging control.</p>	<ul style="list-style-type: none"> recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) provide a conclusion <p>with developing control.</p>	<ul style="list-style-type: none"> recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., <i>however, on the other hand, from that moment on</i>) provide a concluding section <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
	6-8.10	An EL 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. 	with support (including visual aids and sentences), <ul style="list-style-type: none"> use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases produce simple and compound sentences. 	with support (including modeled sentences), <ul style="list-style-type: none"> use relative pronouns (e.g., <i>who, whom, which, that</i>), relative adverbs (e.g., <i>where, when, why</i>), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> use an increasing number of intensive/reflexive pronouns (e.g., <i>myself, ourselves</i>) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

Grades 9–12 ELP Standards

Grades 9-12: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	<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.

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.3	An EL can . . . speak and write about grade-appropriate complex literary and informational texts and topics.	with support (including modeled sentences), • communicate information	with support (including modeled sentences), • deliver short oral presentations • compose written narratives or informational texts	with support (including modeled sentences), • deliver short oral presentations • compose written informational texts • develop the topic with a few details	• deliver oral presentations • compose written informational texts • develop the topic with some relevant details, concepts, examples, and information • integrate graphics or multimedia when useful	• 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 familiar texts, topics, and experiences.	about familiar texts, topics, experiences, or events.	about familiar texts, topics, or events.	about a variety of texts, topics, or events.	about a variety of texts, topics, or events.
9-12.4	An EL can . . . construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a claim about familiar topics • introduce the topic • give a reason to support the claim • provide a concluding statement.	• construct a claim about familiar topics • introduce the topic • provide sufficient 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 that effectively support the claim • provide a concluding statement.	• 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 counterclaim • provide a conclusion that summarizes the argument presented.
9-12.5	An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided print and digital sources • label collected information, experiences, or events.	• gather information from provided print and digital sources • summarize data and information.	• 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.	• 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.	• 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.

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

ELP Standard		By the end of each English language proficiency level, an EL can . . .					
		Level 1	Level 2	Level 3	Level 4	Level 5	
9-12.6	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 support the analysis. 	
	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. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
		9-12.8	An 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, 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>

Grades 9-12: Standards 9 and 10

ELP Standards		By the end of each English language proficiency level, an EL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	<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.
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.

Glossary

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

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

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

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

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

Content-specific: Specific to a given discipline, content area, domain, or subject area. (Within the literature and among researchers, the term "discipline-specific" is more commonly used.) 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.

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 ELs in school contexts.

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.

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.

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).

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

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

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

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

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

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

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

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: 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.

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

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

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

References

- American Council on the Teaching of Foreign Languages (ACTFL). (2012). *ACTFL proficiency guidelines 2012*. Alexandria, VA: Author. Retrieved June 26, 2012, from <http://actflproficiencyguidelines2012.org/>.
- Bailey, A. L. (2010). Assessment of oral language in school. In M. James (Section Ed.), *International encyclopedia of education* (3rd ed.). Amsterdam, The Netherlands: Elsevier.
- Bailey, A.L., & Heritage, M. (2010). *English language proficiency assessment foundations: External judgments of adequacy*. Evaluating the Validity of English Language Proficiency Assessments (An Enhanced Assessment Grant). Retrieved July 3, 2013, from <http://www.eveaproject.com/doc/Generic%20ELPA%20Foundations%20Document%20FINAL%208%202%2010.pdf>.
- Bailey, A.L., & Heritage, M. (2008). *Formative assessment for literacy, grades K–6: Building reading and academic language skills across the curriculum*. Thousand Oaks, CA: Corwin/Sage Press.
- Brown, J.S., Collins, A. & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-42.
- Bybee, R. (2011). Scientific and engineering practices in the K-12 classroom: Understanding a *Framework for K-12 Science Education*. Arlington, VA: National Science Teachers Association. http://www.nsta.org/about/standardsupdate/resources/201112_Framework-Bybee.pdf.
- Byrnes, H., & Canale, M. (Eds.). (1987). *Defining and developing proficiency: Guidelines, implementations, and concepts*. Lincolnwood, IL: National Textbook Company.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Clevedon, England: Multilingual Matters.
- DeCapua, A., & Marshall, H. W. (2011). *Breaking new ground: Teaching English learners with limited or interrupted formal education in U.S. secondary schools*. Ann Arbor, MI: University of Michigan Press.
- Driscoll, M. (1999). *Developing algebraic habits of mind: A framework for classroom questions aimed at understandings thinking*. Specifically the following sections were used: “Doing and undoing,” “Building rules to represent functions,” and “Abstracting from computation.” Newton, MA: Educaton Development Center, Inc. Retrieved June 26, 2012, from <http://courses.edtechleaders.org/documents/Patterns/DriscollPart1.pdf>.
- Duranti, A., & Goodwin, C. (1992). *Rethinking context: Language as an interactive phenomenon*. New York: Cambridge University Press.
- Ellis, R. (2008a). *Principles of instructed second language acquisition*. Washington, DC: Center for Applied Linguistics. Retrieved January 21, 2013, from <http://www.cal.org/resources/digest/instructed2ndlang.html>.

- Ellis, R. (2008b). *The study of second language acquisition*. Oxford, UK: Oxford University Press.
- Ferguson, C. (1983). Sports announcer talk: Syntactic aspects of register variation. *Language and Society*, 12(2), 153–172.
- Fillmore, C. (1975). Topics in lexical semantics. In R.W. Cole (Ed.), *Current issues in linguistics* (pp. 76–138). Bloomington, IN: Indiana University Press.
- Halliday, M. A. K. (1985). *An introduction to functional grammar*. London, UK: Arnold.
- Hutchins, E. (1995). *Cognition in the wild*. Cambridge, Massachusetts: The MIT Press.
- International Reading Association. (2009). *New literacies and 21st century technologies*. Newark, DE: Author. Retrieved August 18, 2013, from <http://www.reading.org/general/AboutIRA/PositionStatements/21stCenturyLiteracies.aspx>.
- Kilpatrick, J., Swafford, J., & Findell, B. (Eds.). (2001). *Adding it up: Helping children learn mathematics*. Washington, DC: The National Academies Press.
- Lowe, P., Jr., & Stansfield, C. W. (Eds.). (1988). *Second language proficiency assessment: Current issues*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Mississippi College- and Career-Readiness Standards, Retrieved from <https://www.mdek12.org/OAE/college-and-career-readiness-standards>
- Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.
- National Council for Teachers of Mathematics (NCTM). (2000). *NCTM process standards*. Reston, VA: Author. Retrieved August 5, 2013, from <http://www.nctm.org/standards/content.aspx?id=322>.
- National Research Council (NRC). (2012). *Science framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Board on Science Education, Division of Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press. Retrieved May 15, 2013, from http://www.nap.edu/catalog.php?record_id=13165#. [Chapter 3 available at http://www.nap.edu/openbook.php?record_id=13165&page=41.]
- National Standards in Foreign Language Education Project. (2006). *Standards for foreign language learning in the 21st century*. Lawrence, KS: Allen Press, Inc.
- Next Generation Science Standards (NGSS) Lead States (2013). *Next generation science standards: Appendix F*. Washington, DC: National Academies of Science. Retrieved June 5, 2013, from http://www.nap.edu/openbook.php?record_id=18290&page=382.

Phillips, J. (2008). Foreign language standards and the contexts of communication. *Language Teaching*, 41(1), 93–102.

Understanding Language Initiative. (2012). *The purpose of English language proficiency standards, assessments, and instruction in an age of new standards: Policy statement from the Understanding Language Initiative*. Palo Alto, CA: Author. Retrieved July 29, 2013, from http://ell.stanford.edu/sites/default/files/ELP_task_force_report_rev.pdf.

Wax, M. (1993). How culture misdirects multiculturalism. *Anthropology & Education Quarterly* 24(2), 99-115.