

LOUISIANA STUDENT STANDARDS

CONNECTORS FOR ENGLISH LEARNERS (ELS)





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DEVELOPMENT OF K-12 LOUISIANA CONNECTORS FOR ENGLISH LANGUAGE LEARNERS

The Louisiana Connectors for English language learners were informed by WestEd and the Understanding Language Initiative at Stanford University with input by hundreds of parents and teachers from across the state. The new set of English Language Proficiency (ELP) Connectors developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the critical language, knowledge about language, and skills using language that are aligned to Louisiana Student Standards and that are necessary for English learners (ELs) to be successful in schools.

The 10 Connectors (expectations) highlight a strategic set of language functions (what students do with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and scienceⁱ. The five English Language Proficiency (ELP) levels for each of the Connectors address the question, "What might an EL's language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?"

GUIDING PRINCIPLES

1. Potential

ELs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELs need access to challenging, grade-appropriate curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELs will produce language that includes features that distinguish them from their native-English-speaking peers, "it is possible [for ELLs] to achieve the standards for college-and-career readiness" (NGA Center & 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 listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Connectors, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELs do not need to wait until their ELP is sufficiently developed to participate in content area instruction and assessment.

"Research has shown that ELLs can develop literacy in English even as their oral proficiency in English develops (Bunch, Kibler, & Pimentel, 2013, p. 15).





4. Scaffolding

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

5. Students with Limited or Interrupted Formal Education

ELs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). "Reading: Foundational Skills" (NGA Center & CCSSO, 2010).

6. Special Needs

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

7. Access Supports and Accommodations

Based on their individual needs, all ELs, including ELs with disabilities, should be provided access supports and accommodations for assessments, so that their assessment results are valid and reflect what they know and can do. Educators should be aware that these access supports and accommodations can be used in classroom instruction and assessment to ensure that students have access to instruction and assessment based on the ELP Connectors. When identifying the access supports and accommodations that should be considered for ELs and ELs with IEPs or 504 plans during classroom instruction and assessment, it is particularly useful to consider EL needs in relation to receptive and productive modalities. (See footnote in Table 2 for more information.)

8. Multimedia, Technology, and New Literacies

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

DESIGN FEATURES OF THE CONNECTORS

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

At present, second language development is seen largely as the responsibility of the ESL/ELD teacher, while content development as that of the subject area teacher. Given the new [content] standards' explicitness in how language must be used to enact disciplinary knowledge and skills, such a strict division of labor is no longer viable. Content area teachers must understand and leverage the language and literacy practices found in science, mathematics, history/social studies, and the language arts to enhance students' engagement with rich content and fuel their academic performance.

ESL/ELD teachers must cultivate a deeper knowledge of the disciplinary language that EL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).





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

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

Organization of the ELP Connectors

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

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

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

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

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





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

Alternate Organization of the ELP Connectors

The ELP Connectors might also be framed in relation to narrower domains of listening, speaking, reading, and writing and also in relation to broader receptive¹, productive, and interactive modalities. The interactive modalities category allows for emphasis on the need for ELs to meaningfully engage with their peers during content area instruction. (Connectors 9 and 10 address the linguistic structures of English and are framed in relation to the Louisiana Student Standards for ELA Language domain.)

Modalities	Domains	Со	rresponding ELP Connector
Receptive ² modalities: This mode refers to the learner as a reader or listener/viewer working with 'text' whose author or deliverer is not	Listening and Reading	1	construct meaning from oral presentations and literary and informational through gradeappropriate 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	Speaking and	3	speak and write about grade-appropriate complex literary and informational texts and topics
possible or limited. The communication is set for a specified audience, has purpose, and generally abides by rules of genre or style. It is a	Writing	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence
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)		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	Listening, Speaking, Reading	2	participate in grade-appropriate oral and written exchanges of information, 2 ideas, and analyses, responding to peer, audience, or reader comments and questions
communication where negotiation of meaning may be observed. The exchange will provide evidence of awareness of the socio-cultural	and Writing	5	Conduct research and evaluate and communicate findings to answer questions or solve problems
aspects of communication as language proficiency develops. (Phillips, 2008, p. 96		6	analyze and critique the arguments of others orally and in writing

¹ The terms receptive and productive language functions were used for the ELP standards schema, rather than the newer American Council of Foreign Language Teaching (ACTFL) terms used in Phillips (2008), in keeping with the functional language terms used in the CCSSO (2012) ELPD Framework (which employs the earlier ACTFL terminology).



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



ELP Connectors, Modalities and Domains

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

Feature	#	ELP Connector	Modality	Domain				
			"channel" of Communication	Listening Comp.	Oral Production	Reading Comp.	Written Production	
actices	3	speak and write about grade-appropriate complex literary and informational texts and topics	Productive- planned or formalized speech act or written		Х		X	
: Area Pra	4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	document, and the learner has an opportunity to					
Content	7	adapt language choices to purpose, task, and audience when speaking and writing	draft, get feedback, and revise, before publication or broadcast.					
Language Necessary for Engagement in Content Area Practices FUNCTION	2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	Interactive- emphasizes the need for ELs to meaningfully engage with their peers, instructors,	X	X	X	X	
ssary for	5	conduct research and evaluate and communicate findings to answer questions or solve problems	and source materials during content area instruction					
Nece	6	analyze and critique the arguments of others orally and in writing						
Language	1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	Receptive- reader and listener/viewer working with authentic written or oral documents	Х	X			
uistics ORMS	8	determine the meaning of words and phrases in oral presentations and literary and informational text	where language input is meaningful and content laden					
Micro-Linguistics Features- FORMS	9	create clear and coherent grade- appropriate speech and text	Standards 9 and 1 and are framed in		_		_	
Micro Featui	10	make accurate use of standard English to communicate in grade appropriate speech and writing	and are framed in relation to the Louisiana Student Standar for ELA Language domain.					



Connectors 1 and 2

ELF	ELP Connector By the end of each English language proficiency level, an EL can								
		Level 1	Level 2	Level 3	Level 4	Level 5			
K.1	An EL can construct meaning from oral presentations and literary and informational text through grade- appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds and oral presentations of	with prompting and support (including context and visual aids), use an emerging set of strategies to: • identify some key words and phrases from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations.	with prompting and support (including context and visual aids), use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories • retell events from read-alouds, picture books, and	with prompting and support (including context and visual aids), use a wide range of strategies to: • identify main topics • answer questions about key details • retell familiar stories from read-alouds, picture books, and			
K.2	An EL can participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	 information or stories. listen with limited participation in short conversations respond to simple yes/no and some wh questions about familiar topics. 	participate in short conversations respond to simple yes/no and whquestions about familiar topics.	 participate in short conversations follow some rules for discussion respond to simple yes/no and whquestions about familiar topics. 	 oral presentations. participate in conversations and discussions ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. 	 oral presentations. participate in conversations and discussions ask and answer questions follow rules for discussion about a variety of topics. 			



Connectors 3 and 4

ELF	Connector	By the end of each En	glish language proficie	ency level, an EL can	•	
		Level 1	Level 2	Level 3	Level 4	Level 5
К.3	speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information or feelings about familiar topics or experiences.	• communicate simple information or feelings about familiar topics, experiences, or events.	• communicate information or feelings about familiar topics, experiences, or events.	• tell or dictate simple messages	 make simple oral presentations compose short written texts about a variety of topics, experiences, or events.
K.4	An EL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	express a feeling or opinion about a familiar topic showing limited control.	express an opinion or preference about a familiar topic showing emerging control.	express an opinion or preference about a familiar topic or story showing developing control.	express an opinion or preference about a variety of topics or stories showing increasing control.	express an opinion or preference about a variety of topics or stories showing increasing control.





Connectors 5 and 6

ELF	ELP Connector By the end of each English language proficiency level, an EL can						
		Level 1	Level 2	Level 3	Level 4	Level 5	
K.5	conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • recall information from experience or from a provided source.	with prompting and support from adults, • recall information from experience or use information from a provided source to answer a question.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing developing control.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control.	
К.6	analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, • identify a reason an author or speaker gives to support a point.	 with prompting and support, identify appropriate reasons an author or speaker gives to support main points 	





Connectors 7 and 8

ELP Connector		By the end of each English language proficiency level, an EL can						
		Level 1	Level 2	Level 3	Level 4	Level 5		
K.7	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.		
K.8	An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), • 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		





Connectors 9 and 10

ELF	Connector	By the end of each En	glish language proficie	ency level, an EL can	•	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can create clear and coherent	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids, context),	with support (including visual aids, context),	with support (including visual aids),
K.9	grade appropriate speech and text.			retell several events from experience or a familiar story	retell a simple sequence of events from experience or a familiar story	• retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end
				with developing control of some frequently occurring linking words (e.g., and, then).	with increasingly independent control of frequently occurring linking words.	using frequently occurring linking words.
	An EL can make accurate use	with support (including context and visual aids),	with support (including context and visual aids),	with support (including context and visual aids),	with support (context and visual aids),	with increasing independence,
	of standard English to communicate in grade appropriate speech and writing	recognize and use a small number of frequently occurring nouns and verbs	recognize and use frequently occurring nouns, verbs, and short phrases	recognize and use frequently occurring regular plural nouns, verbs, and prepositions	recognize and use frequently occurring regular plural nouns, verbs, and prepositions	use frequently occurring regular plural nouns, verbs, prepositions, and question words
K.10	witting	• understand and respond to simple questions	• respond to yes/no and wh- questions	• use and respond to question words	• use and respond to question words;	 ask and answer interrogatives (wh questions)
			• produce a few simple sentences	• produce simple sentences	• produce and expand simple sentences	 produce and expand simple sentences
			in shared language activities	in shared language activities	in shared language activities.	in shared language activities.





Connectors 1 and 2 Grade One

ELP	Connector	By the end of each Er	nglish language proficio	ency level, an EL can	. •	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can construct meaning from oral presentations	with prompting and support (including context and visual aids), use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to: • identify main topics,	use an increasing range of strategies to: • identify main topics	use a wide range of strategies to: • identify main topics
1.1	and literary and informational text through grade appropriate listening, reading, and	• identify a few key words	• identify key words and phrases	 answer questions about key details retell some key details or events 	 ask and answer questions about an increasing number of key details retell familiar stories or episodes 	 ask and answer questions about key details retell stories, including key details
	viewing.	from read-alouds, picture books, and oral presentations.	from read-alouds, simple written texts, and oral presentations	from read-aloud texts, simple written texts, and oral presentations	of stories from read-alouds, written texts, and oral presentations	from read-alouds, written texts, and oral presentations.
	An EL can participate in grade appropriate oral and	• listen to short conversations	participate in short conversations take turns	• participate in short discussions, conversations, and short written exchanges	participate in discussions, conversations, and written exchanges	participate in extended discussions, conversations, and written exchanges
1.2	written exchanges of information, ideas, and analyses,	• respond to simple yes/no and some wh questions	• respond to simple yes/no and whquestions	follow rules for discussionask and answer simple questions	follow rules for discussionask and answer questions	follow rules for discussionask and answer questions
	responding to peer, audience, or reader comments and questions.	about familiar topics.	about familiar topics	about familiar topics	 respond to the comments of others make comments of his or her own 	 build on the comments of others contribute his or her own comments
	44636.3113.				about a variety of topics and texts.	about a variety of topics and texts.





Connectors 3 and 4 Grade One

ELP	Connector	By the end of each English language proficiency level, an EL can							
		Level 1	Level 2	Level 3	Level 4	Level 5			
	An EL can speak and write about grade-	communicate simple information or feelings	• communicate simple messages	deliver short simple oral presentations	using simple sentences and drawings or illustrations,	including a few descriptive details,			
1.3	appropriate complex literary and informational				deliver short simple oral presentations	deliver oral presentations			
	texts and topics.			• compose short written texts	• compose written texts	• compose written texts			
		about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar topics, stories, experiences, or events	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.			
	An EL can construct grade appropriate	express a preference or opinion	express an opinion about familiar topics, experiences, or events.	express an opinion	express opinions	express opinionsintroduce the topic			
1.4	oral and written claims and			• give a reason for the opinion about familiar stories,	• give a reason for the opinion about a variety of texts	• give a reason for the opinion			
	support them with reasoning and evidence.			experiences, or events.	topics, experiences, and events.	• provide a sense of closure about a variety of texts, topics, experiences, or events.			





Connectors 5 and 6 Grade One

ELP	Connector	By the end of each En	By the end of each English language proficiency level, an EL can						
		Level 1	Level 2	Level 3	Level 4	Level 5			
	An EL can	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,			
	research and evaluate and communicate findings to	participate in shared research projects	participate in shared research projects	participate in shared research projects	 participate in shared research projects 	• participate in shared research projects			
	answer questions or	gather information	gather information	gather information	• gather information	• gather information			
1.5	solve problems.	label information	• summarize some key information	• summarize information	• summarize information	• summarize information			
					answer a question	answer a question			
		from provided sources	from provided sources	from provided sources	from provided sources	from provided sources			
		showing limited control.	showing emerging control.	showing developing control.	showing increasingly independent control.	showing independent control.			
	An EL can analyze and	[Standard introduced at Level 2.]	with prompting and support,						
1.6	critique the arguments of others orally and in writing.		• 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.			





Connectors 7 and 8 Grade One

ELP Connector		By the end of each Er	By the end of each English language proficiency level, an EL can						
		Level 1	Level 2	Level 3	Level 4	Level 5			
1.7	adapt language choices to purpose, task, and audience when	[Standard introduced at Level 2.]	[Standard introduced at Level 2.]	• 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	shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time			
	speaking and writing.				• use some words learned through conversations, reading, and being read to.	• use words learned through conversations, reading, and being read to.			
	determine the meaning of words and phrases in oral presentations and literary	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	using sentence-level context and visual aids,	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),			
1.8	and informational text.	recognize the meaning of a few frequently occurring words and phrases	answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases	answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases	• answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions	• answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions			
		in simple oral presentations and readalouds about familiar topics, experiences, or events.	in simple oral presentations and readalouds about familiar topics, experiences, or events.	in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.			





Connectors 9 and 10 Grade One

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





Connectors 1 and 2

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





Connectors 3 and 4

ELP	Connector	By the end of each En	glish language proficio	ency level, an EL can .	••	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can					with some details,
	speak and write about grade	• communicate simple information	deliver simple oral presentations	deliver short oral presentations	• deliver short oral presentations	• deliver oral presentation
2-3.3	appropriate complex literary and		• compose written texts	compose written narratives	• compose written narratives	• compose written narratives
2.	informational texts and topics.			• compose informational texts	• compose informational texts	• compose informational texts
		about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events	about familiar texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events	about a variety of texts, topics, experiences, or events.
	An EL can	express an opinion	express an opinion	• express an opinion	introduce a topic	• introduce a topic
	construct grade			• give one or more reasons for the	express opinions	• express opinions
2-3.4	appropriate oral and written claims and			opinion	• give several reasons for the opinions	• give several reasons for the opinions
	support them with reasoning					• provide a concluding statement
	and evidence.	about a familiar topic.	about a familiar topic or story	about a familiar topic or story.	about a variety of topics	about a variety of topics.





Connectors 5 and 6

ELF	Connector	By the end of each En	glish language proficie	ency level, an EL can .	••	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can	with prompting and support,	with prompting and support,	with prompting and support,	with prompting and support,	
2-3.5	conduct research and evaluate and communicate findings to answer questions or solve problems	 carry out short individual or shared research projects gather information from provided sources label information. 	 carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/ observations in simple notes. 	 carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	 carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	 carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.
2-3.6	analyze and critique the arguments of others orally and in writing	with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, • identify a reason an author or a speaker gives to support the main point.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	• describe how reasons support the specific points an author or a speaker makes.





Connectors 7 and 8

ELP	Connector	By the end of each En	glish language proficie	ency level, an EL can	•	
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.7	An EL can adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom use some words learned through conversations, reading,	compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions	adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in
2-3.8	An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or	and being read to. using context, visual aids, and knowledge of morphology in his or her native language, • ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics,	using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, readalouds, and written texts about familiar topics, experiences, or	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) some general academic and content-specific vocabulary in oral discourse, readalouds, and written texts about a variety of topics, experiences, or events.	short written texts using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes), • determine the meaning of less- frequently occurring words, phrases, some idiomatic expressions • (at Grade 3) some general academic and content specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or





Connectors 9 and 10

ELP	Connector	By the end of each Er	nglish language proficio	ency level, an EL can .		
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can create clear and coherent grade appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication,	with support (including visual aids and modeled sentences),	with support (including modeled sentences),	with increasingly independent control, • introduce an informational topic	with independent control, • introduce an informational topic
	speech and text.	communicate simple information about an event or topic	communicate simple information about a topic	• present a few pieces of information about a topic	present facts about the topic	• present facts about the topic
2-3.9		use a narrow range of vocabulary and syntactically simple sentences with limited control.	• recount two events in sequence	• recount a short sequence of events	• recount a sequence of events, using temporal words (before, after, soon)	use temporal words to recount a coherent sequence of events,
			use frequently occurring linking words (e.g., and, then) with emerging control	use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control.	use linking words (e.g., because, and, also) to connect ideas or events.	use linking words (e.g., because, and, also) to connect ideas and events
						provide a concluding statement about the topic
	An EL can make accurate use of standard	with support (including context and visual aids),	with support (including visual aids and modeled sentences),	with support (including modeled sentences),		
	English to communicate in grade appropriate	understand and use a small number of frequently occurring nouns and verbs	recognize and use some frequently occurring collective nouns (e.g. group)	use some collective nouns	use collective nouns	use collective and commonly occurring abstract nouns (e.g. childhood)
2-3.10	speech and writing.		 recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions 	use the past tense of some frequently occurring irregular verbs	 use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, 	use the past tense of frequently occurring irregular verbs use coordinating and
				use some frequently occurring adjectives, adverbs, and conjunctions	adverbs, and conjunctions	commonly used subordinating conjunctions, adjectives, and adverbs
		• respond to simple questions.	• produce simple sentences in response to prompts.	• produce and expand simple and some compound sentences	• produce and expand simple, compound, and (at Grade 3) a few complex sentences	• produce and expand simple, compound, and (at Grade 3) some complex sentences



Connectors 1 and 2

ELF	Connector	By the end of each	English language pro	ficiency level, an EL can	•••	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can construct meaning from oral presentations	use a very limited set of strategies to: • identify a few key words and phrases	use an emerging set of strategies to: • identify the main topic • retell a few key	use a developing set of strategies to: • determine the main idea or theme, and • retell a few key	use an increasing range of strategies to: • determine the main idea or theme, and • explain how some	use a wide range of strategies to: • determine two or more main ideas or themes • explain how key
4-5.1	and literary and informational text through grade		details	details • retell familiar stories	key details support the main idea or theme • summarize part of a	details support the main ideas or themes • summarize a text
	appropriate listening, reading, and viewing	from read-alouds, simple written texts, and oral	from read-alouds, simple written texts, and oral	from read-alouds, simple written texts, and oral	from read-alouds, written texts, and oral	from read-alouds, written texts, and oral
	An El con	presentations	presentations	presentations.	presentations	presentation
	An EL can participate in grade appropriate	• participate in short conversations	• participate in short conversations	participate in short conversations and discussions	participate in conversations and discussions	participate in extended conversations and discussions
	oral and written exchanges of information,	• participate in short written exchanges	• participate in short written exchanges	participate in short written exchanges	participate in written exchanges	• participate in extended written exchanges
	ideas, and analyses, responding to	actively listen to others	actively listen to others	• respond to others' comments	• build on the ideas of others	• build on the ideas of others
4-5.2	peer, audience, or reader comments and	• respond to simple questions and some wh questions	• respond to simple questions and wh questions	add some comments of his or her own	express his or her own ideas	express his or her own ideas clearly
	questions.			• ask and answer questions	ask and answer relevant questions	• pose and respond to relevant questions
					add relevant information and evidence	add relevant and detailed information using evidence
		about familiar topics	about familiar topics and texts.	about familiar topics and texts.	about a variety of topics and texts.	• summarize the key ideas expressed about a variety of topics and texts.





Connectors 3 and 4

ELF	Connector	By the end of eac	h English language p	roficiency level, an EL	can	
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	An EL can speak and write about grade appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, events, or objects in the environment.	 deliver short oral presentations compose written texts about familiar texts, topics, and experiences. 	 including a few details, deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, and 	 including some details, deliver short oral presentations compose written narratives or informational texts about a variety of texts, topics, and 	including details and examples to develop a topic, • deliver oral presentations • compose written narrative or informational texts about a variety of texts, topics, and experiences.
4-5.4	An 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 simple claim about a familiar topic give a reason to support the claim. 	 experiences. construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	experiences. construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement.	construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.





Connectors 5 and 6

ELP	Connector	By the end of each English language proficiency level, an EL can						
		Level 1	Level 2	Level 3	Level 4	Level 5		
5	conduct research and evaluate and communicate findings to answer questions or	 recall information from experience gather information from a few provided sources 	 recall information from experience gather information from provided sources 	 recall information from experience gather information from print and digital sources to answer a question 	 recall information from experience gather information from print and digital sources to answer a question 	 recall information from experience gather information from print and digital sources 		
4-5.	solve problems.	• label some key information	• record some information	• identify key information in orderly notes.	 record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of 	 summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of 		
4-5.6	An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	 identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	• describe how reasons support the specific points an author or speaker makes or fails to make	explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.		





Connectors 7 and 8

ELF	Connector	By the end of each En	glish language profici	ency level, an EL can	. •	
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.7	adapt language choices to purpose, task, and audience when speaking and	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices to different social and academic contents	with developing control, • adapt language choices according to purpose, task, and audience	with increasing ease, • adapt language choices and style (includes register) according to purpose, task, and audience	adapt language choices and style according to purpose, task, and audience
-4	writing		use some words learned through conversations, reading, and being read to.	• use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text	use a wider range of general academic and content-specific words and phrases in speech and writing	use a wide variety of general academic and content-specific words and phrases in speech and writing
	determine the meaning of words and phrases in oral	relying heavily on context, visual aids, and knowledge of morphology in his or her native language,	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,	using context, visual aids, reference materials, and a developing knowledge of English morphology,	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
80	presentations and literary and informational text	recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions	determine the meaning of some frequently occurring words, phrases, and expressions	determine the meaning of frequently occurring words and phrases	determine the meaning of general academic and content-specific words, phrases	determine the meaning of general academic and content-specific words and phrases
4-5.8				determine the meanings of some idiomatic expressions	determine the meaning of a growing number of idiomatic expressions	• determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)
		in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in texts about familiar topics, experiences, or events	in texts about a variety of topics, experiences, or events	in texts about a variety of topics, experiences, or events





Connectors 9 and 10

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





Connectors 1 and 2

ELP	Connector	By the end of each E	nglish language proficio	ency level, an EL can	•	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can construct meaning	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
6-8.1	from oral presentations and literary and informational text through	• identify a few key words and phrases in oral communications and simple written texts	• identify the main topic in oral communications and simple written texts	determine the central idea or theme in simple oral presentations or written text	determine two or more central ideas or themes in oral presentations or written text	determine central ideas or themes in oral presentations or written text
-9	grade appropriate listening, reading, and viewing.		• retell a few key details.	• explain how the theme is supported by specific details	• explain how the central ideas/themes are supported by specific textual details	• explain how the central ideas/themes are developed by supporting ideas or evidence
				• summarize part of the text	• summarize a simple text.	summarize a text
	participate in grade appropriate oral and written exchanges of information,	participate in short conversational and written exchanges on familiar topics	 participate in short conversational and written exchanges on familiar topics and texts 	participate in conversations, discussions, and written exchanges on familiar topics and texts	• participate in conversations, discussions, and written exchanges on a variety of topics, texts, and issues	participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues
8.2	ideas, and analyses, responding to peer, audience, or	present simple information	 present information and ideas 	build on the ideas of others	• build on the ideas of others • express his or her own ideas	build on the ideas of others express his or her own ideas clearly
9	reader comments and questions	• respond to simple questions and some wh questions.	• respond to simple questions and wh questions.	express his or her own ideas	ask and answer relevant questions	• pose and respond to relevant questions
				ask and answer relevant questions	add relevant information and evidence	add relevant and specific evidence
				• add relevant information.	• paraphrase the key ideas expressed.	• summarize the key ideas
						• reflect on the key ideas expressed





Connectors 3 and 4

ELP	Connector	By the end of each En	By the end of each English language proficiency level, an EL can				
		Level 1	Level 2	Level 3	Level 4	Level 5	
	An EL can speak and	• communicate simple information about familiar texts, topics,	• deliver short oral presentations	• deliver short oral presentations	• deliver oral presentations	• deliver oral presentations	
3.3	write about grade appropriate complex	and experiences	compose written narratives or informational texts about familiar texts,	compose written narratives or informational texts	compose written narratives or informational texts	compose written narratives or informational texts	
8-9	literary and informational texts and topics.		topics, experiences, or events.	develop texts with some details about familiar texts, topics, and experiences.	develop texts with some specific details about a variety of texts, topics, and experience	• develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences	
	An EL can construct grade appropriate	• express an opinion about a familiar topic.	 construct a claim about a familiar topic give a reason to 	 construct a claim about a familiar topic introduce the topic 	construct a claim about a variety of topics introduce the	construct a claim about a variety of topics introduce the	
6-8.4	oral and written claims and support them with reasoning and evidence		support the claim.	• provide several supporting reasons or facts in a logical order	• provide sufficient reasons or facts to support the claim	• provide compelling and logically ordered reasons or facts that effectively support the claim	
				• provide a concluding statement.	• provide a concluding statement.	• provide a concluding statement.	





Connectors 5 and 6

ELP	Connector	By the end of each E	nglish language profici	ency level, an EL can .		
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can conduct research and evaluate and	• gather information from a few provided sources	gather information from provided sources	gather information from multiple provided print and digital sources	• gather information from multiple print and digital sources	• gather information from multiple print and digital sources
8,5	communicate findings to answer questions or solve problems.	• label collected information.	 record some data and information. 	• summarize or paraphrase observations, ideas, and information, with labeled illustrations, diagrams, or other graphics, as	use search terms effectively	use search terms effectively (at Grade 8) evaluate the credibility of each source
6-8,				appropriate	• quote or paraphrase the data and conclusions of others, using charts, diagrams, or other graphics, as appropriate	• quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate
				• cite sources.	• cite sources • use a standard	cite sourcesuse a standard
					format for citations.	format for citations
	analyze and critique the arguments of others orally and in	• identify a point an author or a speaker makes.	identify the main argument an author or a speaker makes	explain the argument an author or a speaker makes	analyze the argument and specific claims made in texts or speech	analyze and evaluate the argument and specific claims mad- in texts or speech/ presentations
9.8-9	writing.		• identify one reason an author or a speaker gives to support the argument.	distinguish between claims that are supported by reasons and evidence from those that are not.	determine whether the evidence is sufficient to support the claims	determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims
					• cite textual evidence to support the analysis.	• cite textual evidence to suppor the analysis.





Connectors 7 and 8

ELF	Connector	By the end of each En	glish language proficio	ency level, an EL can	•	
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can adapt	recognize the meaning of some words learned	with emerging control,	with developing ease,	with increasing ease,	With ease,
	language choices to purpose, task, and audience when	through conversations, reading, and being read to.	adapt language choices according to task and audience	adapt language choices and style according to purpose, task, and audience	adapt language choices and style according to purpose, task, and audience	adapt language choices and style according to purpose, task, and audience,
6-8.7	speaking and writing.		begin to use frequently occurring general academic and content specific words and phrases in conversations and discussions.	• use an increasing number of general academic and content-specific words and phrases in speech and short written texts	• use a wider range of general academic and content-specific academic words and phrases	• use a wide variety of complex general academic and content-specific academic words to precisely express ideas
				• show developing control of style and tone	 maintain consistency in style and tone throughout most of oral or written text. 	 maintain an appropriate and consistent style and tone throughout an oral or written text.
	determine the meaning of words and phrases in oral presentations	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words),	using context, reference materials, and an increasing knowledge of English morphology,	using context, reference materials, and knowledge of English morphology,
6-8.8	and literary and informational text.	• recognize the meaning of a few frequently occurring words and simple phrases in texts about familiar topics, experiences, or events.	• determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	• 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.	determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or





Connectors 9 and 10

ELI	Connector	By the end of each En	glish language profici	ency level, an EL can		
		Level 1	Level 2	Level 3	Level 4	Level 5
6-8-9	An EL can create clear and coherent grade appropriate speech and text.	with support (including context and visual aids) and non- verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., next, because, and, also)	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) 	recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment	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 statement with emerging control.	provide a conclusion with developing control.	on) • provide a concluding section with increasingly independent control.	• provide a concluding section.
6-8.10	An EL can make accurate use of standard English to communicate in grade appropriate speech and writing.	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs understand and respond to simple questions. 	with support (including visual aids and sentences), • use nouns, pronouns, verbs, prepositions, adjectives, adverbs, conjunctions, and prepositional phrases • produce simple and compound sentences	with support (including modeled sentences), • use relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases • produce and expand simple, compound, and a few complex sentences.	use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.	use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences





Connectors 1 and 2

Grade Nine - Twelve

ELP	By the end of each English language proficiency level, an EL can					
		Level 1	Level 2	Level 3	Level 4	Level 5
	An EL can construct	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:
1	meaning from oral presentations and literary and	• identify a few key words and phrases in oral communications and simple oral and written texts.	• identify the main topic	determine the central idea or theme in oral presentations and written texts	determine two central ideas or themes in oral presentations and written texts	determine central ideas or themes in presentations and written texts
9-12.1	informational text through grade appropriate listening, reading, and viewing		• retell a few key details in oral presentations and simple oral and written texts.	• explain how the theme is developed by specific details in the texts	 analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis 	 analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis
				• summarize part of the text.	• summarize a simple text.	• summarize a text.
	An EL can participate in	participate in short conversational and written exchanges on	participate in short conversational and written exchanges on	• participate in conversations, discussions, and	participate in conversations, discussions, and	participate in extended conversations,
	grade appropriate oral and written exchanges of information,	familiar topics	familiar topics and texts	written exchanges on familiar topics, texts, and issues • build on the ideas of others	written exchanges on a range of topics, texts, and issues • build on the ideas of others	discussions, and written exchanges on a range of substantive topics, texts, and issues • build on the ideas
2	ideas, and analyses, responding to	present information	• present information and ideas	express his or her own ideas	express his or her own ideas clearly	of others • express his or her own ideas clearly
9-12.2	peer, audience, or reader comments	• respond to simple yes/no questions and some wh- questions.	• respond to simple questions and whquestions.	ask and answer relevant questionsadd relevant	support points with specific and relevant evidence	and persuasivelyrefer to specificand relevantevidence from texts
	and questions.			information and evidence	• ask and answer questions to clarify ideas and	or research to support his or her ideas
				• restate some of the key ideas expressed.	conclusionssummarize the	ask and answer questions that probe reasoning
					key points expressed.	and claims • summarize the key points and
						evidence discussed.





Connectors 3 and 4

Grade Nine - Twelve

ELF	Connector	By the end of each En	By the end of each English language proficiency level, an EL can				
		Level 1	Level 2	Level 3	Level 4	Level 5	
	An EL can speak and write about	with support (including modeled sentences),	with support (including modeled sentences),	with support (including modeled sentences),			
	grade appropriate complex	• communicate information about familiar texts, topics,	• deliver short oral presentations	• deliver short oral presentations	deliver oral presentations	deliver oral presentations	
3	literary and informational texts and	and experiences.	• compose written narratives or informational texts	• compose written informational texts	compose written informational texts	• compose written informational texts	
9-12.3	topics.		about familiar texts, topics, experiences, or events.	 develop the topic with a few details about familiar texts, topics, or events 	 develop the topic with some relevant details, concepts, examples, and information 	• fully develop the topic with relevant details, concepts, examples, and information	
					integrate graphics or multimedia when useful about a variety of	• integrate graphics or multimedia when useful about a variety of texts, topics, or events.	
	An EL can construct grade appropriate	• express an opinion about a familiar topic.	construct a claim about familiar topics	construct a claim about familiar topics	construct a claim about a variety of topics	• construct a substantive claim about a variety of topics	
	oral and written claims and		introduce the topicgive a reason to	introduce the topic	• introduce the topic	• introduce the claim	
	support them with reasoning		support the claim			distinguish it from a counterclaim	
9-12.4	and evidence.			• provide sufficient reasons or facts to support the claim	provide logically ordered reasons or facts that effectively support the claim	• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim	
			 provide a concluding statement. 	 provide a concluding statement. 	• provide a concluding statement.	• provide a conclusion that summarizes the argument presented.	





Connectors 5 and 6

Grade Nine - Twelve

ELF	Connector	By the end of each En	glish language proficie	ency level, an EL can .		
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.5	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	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	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
9-12.6	An EL can analyze and critique the arguments of others orally and in writing.	identify a point an author or a speaker makes.	identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument.	sources. • explain the reasons an author or a speaker gives to support a claim • cite textual	appropriately. • 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	appropriately. • 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
				evidence to support the analysis.	evidence to support the analysis.	textual evidence to thoroughly





Connectors 7 and 8

Grade Nine - Twelve

ELP	Connector	By the end of each En	glish language proficie	ency level, an EL can	•				
		Level 1	Level 2	Level 3	Level 4	Level 5			
	adapt language choices to purpose,	recognize the meaning of some words learned through conversations, reading, and being read to	adapt language choices to task and audience with emerging control	adapt language choices and style according to purpose, task, and audience with developing ease	adapt language choices and style according to purpose, task, and audience	adapt language choices and style according to purpose, task, and audience with ease			
9-12.7	task, and audience when speaking and writing.		• use some frequently occurring general academic and content specific words in conversation and discussion.	 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. 	 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. 	 use a wide variety of complex general academic and content specific words and phrases employ both formal and more informal styles effectively, as appropriate. 			
	determine the meaning of words and phrases in oral presentations and literary	relying heavily on context, visual aids, and knowledge of morphology in their native language,	using context, visual aids, reference materials, and knowledge of morphology in their native language,	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,	using context, complex visual aids, reference materials, and consistent knowledge of English morphology,			
9-12.8	and informational text	• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	• determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events	• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.			





Connectors 9 and 10

Grade Nine - Twelve

ELP Connector		By the end of each En	glish language proficie	ency level, an EL can .	••	
		Level 1	Level 2	Level 3	Level 4	Level 5
9-12.9	An EL can create clear and coherent grade appropriate speech and text.	with support (including context and visual aids) and non- verbal communication, • communicate basic information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), • recount a short sequence of events in order, and • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas (e.g., first, next, because) with	recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with	recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control.	recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement
9-12.10	make accurate use of standard English to communicat e in grade appropriate speech and writing.	with support (including modeled sentences), • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	with support (including modeled sentences), • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences.	 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. 	 use complex phrases and clauses produce and expand simple, compound, and complex sentences.



Louisiana STUDENT STANDARDS CONNECTORS FOR ENGLISH LEARNERS

Supporting Tools

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



Supporting



Kindergarten: Louisiana Connectors For English Learners: At A Glance

	ELP Connector By the end of each English language proficiency level, an EL can						
		Level 1	Level 2	Level 3	Level 4	Level 5	
	An ELL can construct meaning from oral presentations and literary and	with prompting and support (including context and visual aids), use a very limited set of strategies to:	with prompting and support (including context and visual aids), use an emerging set of strategies to:	with prompting and support (including context and visual aids), use a developing set of strategies to:	with prompting and support (including context and visual aids), use an increasing range of strategies to:	with prompting and support (including context and visual aids), use a wide range of strategies to:	
K.1	informational text through grade- appropriate listening,	 identify a few key words identify some key words identify main topics ask and answer questions about key details 		•	 identify main topics answer questions about key details or parts of stories retell events 	identify main topics answer questions about key details retell familiar stories	
	reading, and viewing.	from read-alouds and oral presentations of information or stories.	from read-alouds and oral presentations.	from read-alouds and oral presentations.	from read-alouds, picture books, and oral presentations.	from read-alouds, picture books, and oral presentations.	
	An ELL can	listen with limited	• participate in short	• participate in short	participate in conversations and	participate in conversations and	
K.2	participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to	participation in short conversations • respond to simple yes/no and some wh- questions	conversationsrespond to simple yes/no and wh- questions	conversations • follow some rules for discussion • respond to simple yes/no and wh- questions	discussions	discussions ask and answer questions follow rules for discussion	
	peer, audience, or reader comments and questions.	about familiar topics.	about familiar topics.	about familiar topics.	about a variety of topics.	about a variety of topics.	
	An ELL can speak and write about	communicate simple information or feelings	 communicate simple information or feelings 	communicate information or feelings	• tell or dictate simple messages	make simple oral presentationscompose short written texts	
K.3	grade-appropriate complex literary and informational texts and topics.	about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar topics, experiences, or events.	about a variety of topics, experiences, or events.	about a variety of topics, experiences, or events.	
	An ELL can construct grade-	express a feeling or opinion about a familiar topic	express an opinion or preference	express an opinion or preference	express an opinion or preference	express an opinion or preference	
K.4	appropriate oral and		about a familiar topic	about a familiar topic or story	about a variety of topics or stories	about a variety of topics or stories	
¥	written claims and support them with reasoning and evidence.	showing limited control.	showing emerging control.	showing developing control.	showing increasing control.	showing increasing control.	
	An ELL can conduct research and	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	with prompting and support from adults,	
K.5	evaluate and communicate findings to answer questions or solve problems.	recall information from experience or from a provided source.	 recall information from experience or use information from a provided source to answer a question. 	recall information from experience or use information from provided sources to answer a question	 recall information from experience or use information from provided sources to answer a question 	recall information from experience or use information from provided sources to answer a question	
				showing developing control.	showing increasing control.	showing increasing control.	
	An ELL can	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support,	with prompting and support,	
К.6	analyze and critique the arguments of others orally and in writing.				 identify a reason an author or speaker gives to support a point. 	 identify appropriate reasons an author or speaker gives to support main points. 	
	An ELL can adapt language choices	[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 	show awareness of differences between informal ("playground speech") and language appropriate	
К.7	to purpose, task, and audience when speaking and writing.				playground and language for the classroom.	to the classroom use some words learned through conversations, reading, and being read to.	
	An ELL can determine the meaning	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	
K.8	of words and phrases in oral presentations and literary and informational text.	 recognize the meaning of a few frequently occurring words 	 recognize the meaning of some frequently occurring words and phrases 	 answer questions to help determine the meaning of some words and phrases 	 answer and sometimes ask questions about the meaning of words and phrases 	answer and ask questions about the meaning of words and phrases	
		in simple oral presentations and read-alouds about familiar topics, experiences, or events.	in simple oral presentations and read-alouds about familiar topics, experiences, or events.	in simple oral presentations and read-alouds about familiar topics, experiences, or events.	in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	
	An ELL can	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	with support (including visual aids, context),	with support (including visual aids, context),	with support (including visual aids),	
К.9	create clear and coherent grade- appropriate speech and text.	. S.J	. 1	retell several events from experience or a familiar story	retell a simple sequence of events from experience or a familiar story	 retell a short sequence of events from experience or a familiar story, with a beginning, middle, 	
				with developing control of some frequently occurring linking words (e.g., and, then).	with increasingly independent control of frequently occurring linking words.	and end using frequently occurring linking words.	
	An ELL can	with support (including context and visual aids),	with support (including context and visual aids),	with support (including context and visual aids),	with support (context and visual aids),	with increasing independence,	
K.10	make accurate use of standard English to communicate in gradeappropriate speech and writing.	 recognize and use a small number of frequently occurring nouns and verbs understand and respond to simple questions. 	 recognize and use frequently occurring nouns, verbs, and short phrases respond to yes/no and wh- questions produce a few simple sentences 	 recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words produce simple sentences 	 recognize and use frequently occurring regular plural nouns, verbs, and prepositions use and respond to question words; produce and expand simple sentences 	 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.	in shared language activities.	in shared language activities.	in shared language activities.	

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

	ELP Connector	By the end of each English language proficiency level, an EL can					
		Level 1	Level 2	Level 3	Level 4	Level 5	
1.1	construct meaning from oral presentations and literary and informational text through grade-	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words	use an emerging set of strategies to: • identify key words and phrases	use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of	 use a wide range of strategies to: identify main topics ask and answer questions about key details retell stories, including key details 	
	appropriate listening, reading, and viewing.	from read-alouds, picture books, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-aloud texts, simple written texts, and oral presentations.	stories from read-alouds, written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.	
1.2	participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	listen to short conversations respond to simple yes/no and some wh- questions about familiar topics.	 participate in short conversations take turns respond to simple yes/no and wh- questions about familiar topics.	 participate in short discussions, conversations, and short written exchanges follow rules for discussion ask and answer simple questions about familiar topics.	 participate in discussions, conversations, and written exchanges follow rules for discussion ask and answer questions respond to the comments of others make comments of his or her own about a variety of topics and texts. 	 participate in extended discussions, conversations, and written exchanges follow rules for discussion ask and answer questions build on the comments of others contribute his or her own comments about a variety of topics and texts. 	
1.3	speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information or feelings about familiar topics or experiences.	 communicate simple messages about familiar topics, experiences, or events. 	 deliver short simple oral presentations compose short written texts about familiar topics, stories, experiences, or events. 	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events.	 including a few descriptive details, deliver oral presentations compose written texts about a variety of texts, topics, experiences, or events.	
	An ELL can construct grade- appropriate oral and	express a preference or opinion	• express an opinion	express an opinion give a reason for the opinion	express opinions give a reason for the opinion	 express opinions introduce the topic give a reason for the opinion provide a sense of closure 	
1.4	written claims and support them with reasoning and evidence.	about familiar topics or experiences.	about familiar topics, experiences, or events.	about familiar stories, experiences, or events.	about a variety of texts topics, experiences, and events.	about a variety of texts, topics, experiences, or events.	
1.5	conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • participate in shared research projects • gather information • label information	with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information	with prompting and support from adults, • participate in shared research projects • gather information • summarize information	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question	
	from provided sources from provided sources showing limited control. showing emerging control. from provided sources showing developing control.		from provided sources showing increasingly independent control.	from provided sources showing independent control.			
1.6	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	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.	
	determine the meaning of words and phrases in oral	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),	using sentence-level context and visual aids,	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms,	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),	
1.8	presentations and literary and informational text.	recognize the meaning of a few frequently occurring words and phrases	 answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases 	answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases	answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions	answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions	
		in simple oral presentations and read-alouds about familiar topics, experiences, or events.	in simple oral presentations and read-alouds about familiar topics, experiences, or events.	in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.	
1.9	An ELL can create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), • retell an event • present simple information	with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information	 recount two or three events in sequence present simple information about a topic 	 recount a more complex sequence of events in the correct order introduce a topic provide some facts about a topic 	
			with emerging control of some frequently occurring linking words.	with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	with increasingly independent control of some temporal words (e.g., <i>next</i> , <i>after</i>), and some frequently occurring linking words (<i>and</i> , <i>so</i>).	using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).	
1.10	An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs, • understand and use very simple sentences • respond to simple questions.	with support (including visual aids and sentences) • recognize and use frequently occurring nouns, verbs, prepositions, and conjunctions (e.g., and, but, or) • produce simple sentences.	with support (including modeled sentences), use some singular and plural nouns use verbs in the present and past tenses use frequently occurring prepositions and conjunctions produce and expand simple sentences in response to prompts.	 use an increasing number of singular and plural nouns, and verbs use present and past verb tenses with appropriate subject-verb agreement use frequently occurring prepositions and conjunctions produce and expand simple and some compound sentences in response to prompts. 	 use singular and plural nouns with matching verbs, use past, present, and future verb tenses use frequently occurring prepositions and conjunctions produce and expand simple and compound sentences in response to prompts. 	

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

	ELP Connector	By the end of each English language proficiency level, an EL can					
		Level 1	Level 2	Level 3	Level 4	Level 5	
	An ELL can construct meaning from	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:	
2-3.1	oral presentations and literary and informational text through grade-	identify a few key words and phrases	 identify some key words and phrases identify the main topic or 	 identify the main topic or message answer questions 	 determine the main idea or message identify or answer questions about some key details that support the 	determine the main idea or message tell how key details support the	
2-	appropriate listening, reading, and viewing.	fuene good aloude simple	message/lesson	retell some key details	main idea/message • retell a variety of stories	main idea • retell a variety of stories	
		from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations.	from read-alouds, written texts, and oral communications.	
	An ELL can	 listen to and occasionally participate in short conversations 	 participate in short conversations, discussions, and written exchanges 	 participate in short discussions and written exchanges follow the rules for discussion 	 participate in discussions, conversations, and written exchanges 	participate in extended discussions, conversations, and written exchanges	
	participate in grade- appropriate oral and written exchanges of	 respond to simple yes/no and some wh- questions. 	 take turns respond to simple yes/no and 	ask questions to gain information or clarify	follow the rules for discussionask and answer questions	follow the rules for discussion ask and answer questions	
2-3.2	information, ideas, and analyses, responding to	·	wh- questions	understanding • respond to the comments of	build on the ideas of otherscontribute his or her own ideas	build on the ideas of others express his or her own ideas	
	peer, audience, or reader comments and questions.			others contribute his or her own comments			
	An Ell con	about familiar topics.	about familiar topics.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.	
	An ELL can speak and write about	communicate simple information	deliver simple oral presentations	deliver short oral presentationscompose written narratives	deliver short oral presentationscompose written narratives	with some details, • deliver oral presentations • compose written narratives	
2-3.3	grade-appropriate complex literary and	about familiar texts, topics,	compose written texts about familiar texts, topics,	compose informational texts	compose informational texts	compose informational texts	
	informational texts and topics.	experiences, or events.	experiences, or events.	about familiar texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.	about a variety of texts, topics, experiences, or events.	
	An ELL can	express an opinion	express an opinion	express an opiniongive one or more reasons for the opinion	introduce a topicexpress opinionsgive several reasons for the opinions	 introduce a topic express opinions give several reasons for the 	
2-3.4	construct grade- appropriate oral and written claims and			оринон	6140 Several reasons for the opinions	opinions • provide a concluding statement	
	support them with reasoning and evidence.	about a familiar topic.	about a familiar topic or story.	about a familiar topic or story.	about a variety of topics.	about a variety of topics.	
	An ELL can conduct research and	with prompting and support, carry out short individual or shared research projects	with prompting and support, carry out short individual or shared research projects	with prompting and support, carry out short individual or shared research projects	with prompting and support,carry out short individual or shared research projects,	 carry out short individual or shared research projects, 	
3.5	evaluate and communicate findings to	 gather information from provided sources 	 recall information from experience 	 recall information from experience 	recall information from experiencegather information from multiple	recall information from experience gather information from multiple	
2-3,	answer questions or solve problems.	label information.	 gather information from provided sources record some 	 gather information from provided sources record information/ 	 sources sort evidence into provided categories. 	sources • sort evidence into categories.	
			information/observations in simple notes.	observations in orderly notes.	categories.		
3.6	An ELL can	with prompting and support, use a few frequently occurring words and phrases	with prompting and support, identify a reason an author or a speaker gives to support the	tell how one or two reasons support the main point an	tell how one or two reasons support the specific points an author or a	describe how reasons support the specific points an author or a	
2-3	analyze and critique the arguments of others orally and in writing.	to identify a point an author or a speaker makes.	main point.	author or a speaker makes.	speaker makes.	speaker makes.	
	An ELL can adapt language choices to	 recognize the meaning of some words learned through conversations, reading, and 	 show increasing awareness of differences between informal "playground speech" and 	compare examples of the formal and informal use of English	adapt language choices, as appropriate, to formal and informal contexts	adapt language choices, as appropriate, to formal and informal contexts	
2-3.7	purpose, task, and audience when speaking	being read to.	language appropriate to the classroom	• (at Grade 3), use an increasing	• (at Grade 3), use a wider range of	• (at Grade 3), use a wide variety of	
2	and writing.		 use some words learned through conversations, reading, and being read to. 	number of general academic and content-specific words in conversations and discussions.	general academic and content- specific words in conversations and discussions.	general and content-specific academic words and phrases in conversations or in short written	
	An ELL can	relying heavily on visual aids,	using context, visual aids, and	using context, some visual aids,	using context, some visual aids,	texts. using context, reference materials,	
	determine the meaning of words and phrases in oral	context, and knowledge of morphology in his or her native language,	knowledge of morphology in his or her native language,	reference materials, and a developing knowledge of English morphology,	reference materials, and an increasing knowledge of morphology (root words, some prefixes),	and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common	
	presentations and literary and informational text.	 recognize the meaning of a few frequently occurring 	 ask and answer questions about the meaning of 	determine the meaning of less- frequently occurring words and	determine the meaning of less- frequently occurring words and	prefixes),determine the meaning of less- frequently occurring words,	
2-3.8		words, simple phrases, and formulaic expressions	frequently occurring words, phrases, and expressions	phrases, content-specific words, and some idiomatic expression	phrases and some idiomatic expressions	phrases, some idiomatic expressions	
					(at Grade 3) some general academic and content-specific vocabulary	(at Grade 3) some general academic and content-specific vocabulary	
		in simple oral discourse, read- alouds, and written texts about familiar topics,	in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or	in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.	
	An ELL can	experiences, or events. with support (including context and visual aids), and	events. with support (including visual aids and modeled sentences),	with support (including modeled sentences),	with increasingly independent control,	with independent control,	
	create clear and coherent grade-appropriate speech	using non-verbal communication,	and modered sentences),				
3.9	and text.	 communicate simple information about an event or topic 	 communicate simple information about a topic recount two events in 	 present a few pieces of information about a topic recount a short sequence of 	 introduce an informational topic present facts about the topic recount a sequence of events, using 	introduce an informational topic present facts about the topic use temporal words to recount a	
2-3		 use a narrow range of vocabulary and syntactically 	sequence • use frequently occurring linking	events • use common linking words (e.g.,	temporal words (before, after, soon) use linking words (e.g., because,	coherent sequence of events, use linking words (e.g., because,	
		simple sentences with limited control.	words (e.g., and, then) with emerging control.	and, but, next, after) to connect ideas or events with developing control.	and, also) to connect ideas or events.	and, also) to connect ideas and events • provide a concluding statement	
	An ELL can	with support (including	with support (including visual aids	with support (including modeled		about the topic.	
	make accurate use of standard English to	context and visual aids), understand and use a small	and modeled sentences),recognize and use some	sentences),use some collective nouns	use collective nouns	 use collective and commonly occurring abstract nouns (e.g. 	
.10	communicate in grade- appropriate speech and	number of frequently occurring nouns and verbs	frequently occurring collective nouns (e.g. group)	 use the past tense of some frequently occurring irregular 	 use the past tense of frequently occurring irregular verbs 	childhood) • use the past tense of frequently	
2-3.	writing.	 respond to simple questions. 	 recognize and use some frequently occurring verbs, adjectives, adverbs, and 	verbs • use some frequently occurring adjectives, adverbs, and	 use an increasing number of adjectives, adverbs, and conjunctions 	occurring irregular verbs use coordinating and commonly used subordinating conjunctions,	
			conjunctions • produce simple sentences in	conjunctions • produce and expand simple and	 produce and expand simple, compound, and (at Grade 3) a few 	adjectives, and adverbs • produce and expand simple,	
			response to prompts.	some compound sentences.	complex sentences.	compound, and (at Grade 3) some complex sentences.	

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

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

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

E	ELP Connector		By the end o	f each English language profic	iency level, an EL can	
	An Ellissi	Level 1	Level 2	Level 3	Level 4	Level 5
6-8.1	construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple written texts.	use an emerging set of strategies to: • identify the main topic in oral communications and simple written texts • retell a few key details.	 use a developing set of strategies to: determine the central idea or theme in simple oral presentations or written text explain how the theme is supported by specific details summarize part of the text. 	use an increasing range of strategies to: • determine two or more central ideas or themes in oral presentations or written text • explain how the central ideas/themes are supported by specific textual details • summarize a simple text.	 use a wide range of strategies to: determine central ideas or themes in oral presentations or written text explain how the central ideas/themes are developed by supporting ideas or evidence summarize a text.
6-8.2	participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	conversational and written written exchanges on familiar topics and texts present simple information respond to simple conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and wh- questions. discussions, and written exchanges on familiar topics and texts build on the ideas of express his or her ow ask and answer relev		 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. 	 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. 	 participate in extended conversations, discussions, and written exchanges about a variety of topics, texts, and issues build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and specific evidence summarize the key ideas reflect on the key ideas expressed.
6-8.3	speak and write about grade-appropriate complex literary and informational texts and topics.	communicate simple information about familiar texts, topics, and experiences	deliver short oral presentations compose written narratives or informational texts about familiar texts, topics, experiences, or events	 deliver short oral presentations compose written narratives or informational texts develop texts with some details about familiar texts, topics, and experiences. 	 deliver oral presentations compose written narratives or informational texts develop texts with some specific details about a variety of texts, topics, and experience. 	deliver oral presentations compose written narratives or informational texts develop texts with relevant details, ideas, or information about a variety of texts, topics, and experiences.
6-8.4	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 a familiar topic give a reason to support the claim. 	 construct a claim about a familiar topic introduce the topic provide several supporting reasons or facts in a logical order provide a concluding statement. 	 construct a claim about a variety of 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 compelling and logically ordered reasons or facts that effectively support the claim provide a concluding statement.
6-8.5	conduct research and evaluate and communicate findings to answer questions or solve problems.	 gather information from a few provided sources label collected information. 	 gather information from provided sources record some data and information. 	 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. 	 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. 	 gather information from multiple print and digital sources use search terms effectively (at Grade 8) evaluate the credibility of each source quote or paraphrase the data and conclusions of others using charts, diagrams, or other graphics, as appropriate cite sources use a standard format for citations.
6-8.6	An ELL can analyze and critique the arguments of others orally and in writing.	 identify a point an author or a speaker makes. 	 identify the main argument an author or a speaker makes identify one reason an author or a speaker gives to support the argument. 	 explain the argument an author or a speaker makes distinguish between claims that are supported by reasons and evidence from those that are not. 	 analyze the argument and specific claims made in texts or speech determine whether the evidence is sufficient to support the claims cite textual evidence to support the analysis. 	 analyze and evaluate the argument and specific claims made in texts or speech/presentations determine whether the reasoning is sound and the evidence is relevant and sufficient to support the claims cite textual evidence to support the analysis.
6-8.7	adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, adapt language choices 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, 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, 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, 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	determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words 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, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology (e.g. affixes and roots words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, • determine the meanings of general academic and content-specific words and phrases, idiomatic expressions, and figurative and connotative language (e.g., metaphor, personification) in texts about a variety of topics, experiences, or events.
6-8.9	An ELL can create clear and coherent grade- appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences	with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., next, because, and, also) • provide a concluding statement with emerging control.	 recount a short sequence of events, with a beginning, middle, and end introduce and develop an informational topic with a few facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) provide a conclusion 	 recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end introduce and develop an informational topic with facts and details use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., however, on the other hand, from that moment on) provide a concluding section 	 recount a complex sequence of events or steps in a process, with a beginning, middle, and end introduce and effectively develop an informational topic with facts and details use a wide variety of transitional words and phrases to show logical relationships between events and ideas provide a concluding section.
6-8.10	An ELL can make accurate use of standard English to communicate in gradeappropriate speech and writing.	 with limited control. 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), umber of intly occurring noun phrases, rbs tand and respond ole questions. with support (including modeled sentences), use relative pronouns (e.g., who, whore, which, that), relative adverbs (e.g., where, when, why), subordinating conjunctions, and prepositional phrases produce simple and compound sentences. with support (including modeled sentences), use relative pronouns (e.g., who, whore, when, why), subordinating conjunctions, and prepositional phrases produce and expand simple, compound, and a few complex sentences.		with increasingly independent control. use an increasing number of intensive/reflexive pronouns (e.g., myself, ourselves) and verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct most misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.	 use intensive/reflexive pronouns use verbs in the active and passive voices place phrases and clauses within a sentence recognize and correct misplaced and dangling modifiers produce and expand simple, compound, and complex sentences.

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

	ELP Connector		By the e	end of each English language pro	oficiency level, an EL can	
	An Ell can	Level 1	Level 2	Level 3	Level 4	Level 5
9-12.1	construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	 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. 	determine two central ideas or themes in oral presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a simple text.	 use a wide range of strategies to: determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.
9-12.2	participate in grade- appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	 participate in short conversational and written exchanges on familiar topics present information respond to simple yes/no questions and some whquestions. 	participate in short conversational and written exchanges on familiar topics and texts present information and ideas respond to simple questions and whquestions.	 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. 	 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. 	 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.
9-12.3	An ELL can speak and write about grade-appropriate complex literary and informational texts and topics.	with support (including modeled sentences), • communicate information about familiar texts, topics, and experiences.	with support (including modeled sentences), • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, experiences, or events.	with support (including modeled sentences), deliver short oral presentations compose written informational texts develop the topic with a few details about familiar texts, topics, or events.	deliver oral presentations compose written informational texts develop the topic with some relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.	 deliver oral presentations compose written informational texts fully develop the topic with relevant details, concepts, examples, and information integrate graphics or multimedia when useful about a variety of texts, topics, or events.
9-12.4	An ELL can construct grade- appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about a familiar topic.	construct a 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 counter-claim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim provide a conclusion that summarizes the argument presented.
9-12.5	An ELL 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.
9-12.6	An ELL can analyze and critique the arguments of others orally and in writing.	 identify a point an author or a speaker makes. 	identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument.	 explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis. 	 analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis. 	 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.
9-12.7	An ELL can adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion.	 adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text. 	 adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate. 	 adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.
9-12.8	An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and knowledge of morphology in their native language, • determine the meaning of frequently occurring words, phrases, and expressions in texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words), • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in texts about familiar topics, experiences, or events.	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, complex visual aids, reference materials, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions in texts about a variety of topics, experiences, or events.
9-12.9	An ELL can create clear and coherent grade- appropriate speech and text.	with support (including context and visual aids) and non-verbal communication, communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including modeled sentences), • recount a short sequence of events in order, and • introduce an informational topic • provide one or two facts about the topic • use common linking words to connect events and ideas (e.g., first, next, because) with emerging control.	 recount a sequence of events, with a beginning, middle, and end introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control.	recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure introduce and develop an informational topic with facts, details, and evidence use a variety of more complex transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement with increasingly independent control.	recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
9-12.10	An ELL can make accurate use of standard English to communicate in gradeappropriate speech and writing.	with support (including modeled sentences), • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	with support (including modeled sentences), use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) produce and expand simple, compound and a few complex sentences.	 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. 	use complex phrases and clauses produce and expand simple, compound, and complex sentences.



Design Features of the Correspondences

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

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

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

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

A second type of correspondence analysis was conducted to show the relationship between the ELP Connectors and the language demands found in the Louisiana Student Standards for ELA & Literacy³. This second set of correspondences is particularly useful as the ELP Connectors and the Louisiana Student Standards for ELA & Literacy Standards have a similar internal construction (based on reading, writing, speaking, listening, and language).

What are the practices?

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

The practices identified within the Louisiana Student Standards for Mathematics and Science are key parts of the standards themselves⁴ Because the Louisiana Student Standards for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created through a close analysis of the priorities contained within the ELA standards themselves (CCSSO, 2012, p. 16). Relationships and convergences among the mathematics, science, and ELA practices are shown in Figure 1.



³The K–5 standards focus on reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher; grades 6–12 are covered in two content area–specific sections, the first for English language arts teachers and the second for teachers of history/social studies, science, and technical subjects.

⁴States who are applying for flexibility regarding specific requirements of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001, must have ELP Standards that correspond to the state's college-and-career-ready standards



Design Features of the Correspondences

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

In coordination with the ELPD Framework authors, the WestEd ELP Standards development team followed the ELPD Framework method for ELP Standards-to-Content Standards correspondences. This method is based on an analysis of the language demands found within the mathematics, science, and ELA practices. (See Section 2.3 Standards Match.) The ELPD Framework correspondence approach of focusing on the practices is a useful way to approach ELP Standards correspondences with mathematics [and science because . . . The content of mathematics is not as fundamentally different from English language proficiency as much as it is a different granularity. Mathematics content is more interrelated and web-like and less hierarchic and linear than mathematicians used] to think. If we think of the Mathematical Practices (MP) [the Standards for Mathematical Practice] as the reading and writing (R&W) of mathematics and the content standards (C) as the literature (L) —

MP: C:: R&W: L, or, equivalently, MP: R&W:: C: L

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

How do the practices interrelate?

The Understanding Language Initiative Venn diagram shown in Figure 1 (Cheuk, 2013) depicts the relationships and convergences among the *student actions* described by the practices.⁵ For example, the central overlap of the three circles highlights the central role of evidence in the Louisiana Student Standards. In comparison, the ELP Connectors address the types of *language proficiency* that ELs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Connector than the groupings shown in Figure 1). "By explicitly calling attention to these practices, state ELP Connectors [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, 2012, p. 16).

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



Relationships and Convergences

MPI. Make sense of problems and persevere in solving them

MP2. Reason abstractly and quantitatively

MP6. Attend to precision

MP7. Look for and make use of structure

MP8. Look for and express regularity in repeated reasoning

EP7*.

Use technology and digital media strategically and capably

MP5. Use appropriate tools strategically

SP2. Develop and use models

MP4. Model with mathematics

SP5. Use mathematics and computational thinking

SPI. Ask questions and define problems

Science

SP3. Plan and carry out investigations

SP4. Analyze and interpret data

SP6. Construct explanations and design solutions

EPI. Support analysis of a range of gradelevel complex texts with evidence

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

SP7. Engage in argument from evidence

EP2. Produce clear and coherent writing in which the development, organization,

SP8.

Obtain.

evaluate, and

communicate

information

and style are appropriate to task, purpose, and audience

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

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

> **EP6.** Use English structures to communicate context specific messages

Found in Louisiana Student Standards for:

- 1. ELA
- 2. Math
- 3. Science

Stanford GRADUATE SCHOOL OF **EDUCATION**

Understanding Language Language Language In the Content Areas

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





K-12 Practices Matrix

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

Practices	ELP C	ELP Connectors								
ELA "Practice s" (EP)	1	2	3	4	5	6	7	8	9	10
EP1. Support analyses of a range of grade-level complex text with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the										
development, organization and style are appropriate to task, purpose and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct varied arguments from evidence and critique the reasoning of others.	EP3			EP3		EP3				
EP4. Build and present knowledge through research by integrating, comparing and synthesizing ideas from texts.	EP1	EP1	EP1		EP1			EP1		
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.			EP2	EP2		EP2	EP2		EP2	EP2
EP6. Use English structures to communicate content-specific messages.	EP3			EP3		EP3				
Mathematical Practices (MP)	1	2	3	4	5	6	7	8	9	10
MP1. Make sense of problems and persevere in solving Them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
MP4. Model with mathematics.										
MP5. Use appropriate tools strategically.										
MP6. Attend to precision.		MP6	MP6	MP6			MP6			MP6
MP7. Look for and make use of structure.										
MP8. Look for and express regularity in repeated reasoning.										
Science Practices (SP)	1	2	3	4	5	6	7	8	9	10
SP1. Ask questions and define problems.	SP1					SP1	SP1	SP1		
SP2. Develop and use models.										
SP3. Plan and carry out investigations.					SP3					
SP4. Analyze and interpret data.		SP4		SP4						
SP5. Use mathematics and computational thinking.										
SP6. Construct explanations and design solutions.		SP6	SP6		SP6	SP6	SP6			
SP7. Engage in argument from evidence.				SP7		SP7			SP7	
SP8. Obtain, evaluate, and communicate information.		SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8	SP8





Kindergarten ELA Standards Matrix

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

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

Legend for Domains

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





Kindergarten

ELPC K.1	By the end of each	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can construct meaning from oral presentations and literary and informational text through gradeappropriate listening, reading,	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words	with prompting and support (including context and visual aids), use an emerging set of strategies to: • identify some key words and phrases	with prompting and support (including context and visual aids), use a developing set of strategies to: • identify main topics	with prompting and support (including context and visual aids), use an increasing range of strategies to: • identify main topics	with prompting and support (including context and visual aids), use a wide range of strategies to: • identify main topics				
and viewing.	from read-alouds and oral presentations of information or	from read-alouds and oral presentations.	ask and answer questions about key details from read-alouds and oral	 answer questions about key details or parts of stories retell events from read-alouds, picture books, and 	 answer questions about key details retell familiar stories from read-alouds, picture books, and 				
	stories.	,	presentations.	oral presentations.	oral presentations.				
	when enga	ging in one or more of th	e following content-spe	ecific practices:					

EP1. Support analyses of a range of grade-level complex texts with evidence.	MP1. Make sense of problems and persevere in solving them.	SP1. Ask questions and define problems.
EP3. Construct valid arguments from evidence and critique the reasoning of others.		
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.		
EP5. Build upon the ideas of others and articulate his or her own		

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

Literature

ideas when working collaboratively.

- **RL.2.** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **RL.3.** With prompting and support, identify characters, settings, and major events in a story.
- **RL.7.** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- $\mbox{\bf RL.1.}$ With prompting and support, ask and answer questions about key details in a text
- **SL.2.** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Informational Text

- **RI.1.** With prompting and support, ask and answer questions about key details in a text
- RI.2. Identify the main topic and retell key details of a text.
- **RI.3.** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.7.** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).





Kindergarten

ELPC K.2	By the end of each	English I	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can participate in grade- appropriate oral and written	• listen with limited participation in short conversations	participate in short conversations		participate in short conversations	-	icipate in rsations and sions	participate in conversations and discussions
exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• respond to simple yes/no and some wh questions about familiar topics.	• respond to simple yes/no and whquestions about familiar topics.		 follow some rules for discussion respond to simple yes/no and wh- questions about familiar topics. 	 ask and answer simple questions follow increasing number of rules for discussion about a variety of topics. 		 ask and answer questions follow rules for discussion about a variety of topics.
4	when enga	ging in or	ne or more of th	e following content-sp		•	I.
texts with evidence.	f a range of grade-level cor	l .	SP4. Analyze and i SP6. Construct exp solutions.		interpret data. planations and design uate, and communicate		
w	hen engaging in tasks a	ligned wi	th the following	g Kindergarten Louisian	a Stude		ELA:
W.6. With guidance and	I support from adults, explo	ore a varie	ty of digital tools	to produce and publish wi	riting, inc	luding in collaborati	on with peers.

- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.



Kindergarten

ELPC K.3	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can speak and write	• communicate simple information or	simple	municate information ings about	• communicate information or feelings about		or dictate e messages	make simple oral presentations		
about grade appropriate complex literary and informational texts and topics.	feelings about familiar topics or experiences.	familia	r topics, ences, or	pics, familiar topics,			• compose short written texts about a variety of topics, experiences, or events.		
	when enga	aging in or	ne or more of th	ne following content-s	pecific pr	actices:	_		
EP1. Support analyses o texts with evidence.	f a range of grade-level co	MP1. Make ser solving them.	se of problems and perso	evere in	SP6. Construct explanations and design solutions.				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			MP6. Attend to	precision.		SP8. Obtain, evaluate, and communicate information.			

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

- **W.2.** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **W.3.** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.





Kindergarten

ELPC K.4	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level 4		Level 5	
opinion about a preference familiar topic showing familiar t		ss an opinion or nce about a topic showing g control.	express an opinion or preference about a familiar topic or story showing developing control.	express an opinion or preference about a variety of topics or stories showing increasing control.		express an opinion or preference about a variety of topics or stories showing increasing control.		
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:		
	coherent writing in which t ion, and style are appropris		MP3. Construct critique reasoni	t viable arguments and ing of others.		SP4. Analyze and interpret data. SP7. Engage in argument from evidence.		
EP3. Construct valid arg	EP3. Construct valid arguments from evidence and			MP6. Attend to precision. SP8. Obtain, evaluate, and com				
critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or						information.		
her own ideas when working collaboratively.								
specific messages.	res to communicate conte	XI-						

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

- **W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- SL.6. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.





Kindergarten

By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	with prompting and support from adults,		mpting and from adults,	with prompting and support from adults,		ompting and trom adults,	with prompting and support from adults,
conduct research and evaluate and communicate findings to answer questions or solve problems.	uct research and ate and ununicate findings swer questions lve problems. • recall information from experience or from a provided provided		nformation perience or use tion from a d source to a question.	recall information from experience or use information from provided sources to answer a question showing developing control.	 recall information from experience or use information from provided sources to answer a question showing increasing control. 		 recall information from experience or use information from provided sources to answer a question showing increasing control.
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:	
EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.			MP1. Make ser persevere in so	ise of problems and lving them.		SP6. Construct exp solutions.	y out investigations. planations and design ate, and communicate
w	hen engaging in tasks a	ligned wi	th the following	g Kindergarten Louisian	a Stude	nt Standards for E	LA:
W.7. Participate in share	ed research and writing pro	ojects (e.g.	, explore a numb	er of books by a favorite a	uthor and	d express opinions al	bout them).

- **W.8.** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **SL.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.



Kindergarten

ELPC K.6	By the end of each I	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]		[Standard introduced at Level 4.]	with pr suppor	ompting and t,	with prompting and support,		
analyze and critique the arguments of others orally and in writing.				• identify a reason an author or speaker gives to support a point.		identify appropriate reasons an author or speaker gives to support main points			
when engaging in one or more of the following content-specific practices:									
development, organizat task, purpose, and audio	EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and			MP1. Make sense of problems and persevere in solving them.MP3. Construct viable arguments and critique reasoning of others.			SP1. Ask questions and define problems.SP6. Construct explanations and design solutions.SP7. Engage in argument from evidence.		
critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.						SP8. Obtain, evaluinformation.	ate, and communicate		
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.									

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

- RI.8. With prompting and support, identify the reasons an author gives to support points in a text.
- **W.1.** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).
- SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.





Kindergarten

ELPC K.7	By the end of each	English la	nguage profi	ciency level, an EL ca	ın			
	Level 1	Level 2		Level 3	Level 4		Level 5	
An EL can adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]		[Standard introduced at Level 4.]	awarer differe approp the pla langua classro		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.	
	coherent writing in which t tion, and style are appropria	he	MP6. Attend to		eeme pro	SP1. Ask questions and define problems. SP6. Construct explanations and design		
7	ures to communicate contex	kt-				solutions.	ate, and communicate	
1	when engaging in tasks a	ligned witl	h the following	Kindergarten Louisia	na Stude	nt Standards for E	LA:	
W.5. With guidance an	d support from adults, respo	ond to ques	tions and sugges	stions from peers and add	details to	strengthen writing	as needed.	
SL.6. Speak audibly and	d express thoughts, feelings,	and ideas o	clearly.					
I 6 Use words and nhi	rases acquired through conv	arcations re	eading and hein	read to and responding	to toyts			

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





Kindergarten

ELPC K.8	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5	
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	
	when enga	iging in or	ne or more of th	e following content-sp	ecific pr	actices:		
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.			MP1. Make sen persevere in so	se of problems and lving them.		SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.		
w	hen engaging in tasks a	ligned wi	th the following	g Kindergarten Louisian	a Stude	nt Standards for E	LA:	

Literature Informational Text

Informational Text

- **RL.4.** Ask and answer questions about unknown word in a text. **RI.4.** With prompting and support, ask and answer questions about unknown words in a text.
- SL.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -/ess) as a clue to the meaning of an unknown word.
- L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., wa/k, march, strut, prance) by acting out the meanings.





Kindergarten

By the end of each	English la	anguage profi	ciency level, an EL ca	n		
Level 1	Level 2	,	Level 3	Level	4	Level 5
[Standard introduced at Level 3.]	[Standar Level 3.]		with support (including visual aids, context),			with support (including visual aids),
rade e speech			• retell several events from experience or a familiar story	sequer	nce of events from	• retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end
			with developing control of some frequently occurring linking words (e.g., and, then).	indepe freque	ndent control of ntly occurring	using frequently occurring linking words.
when enga	ging in on	ne or more of th	e following content-sp	ecific pr	actices:	
coherent writing in which t ion, and style are pose, and audience.	he	solving them.				ument from evidence. late, and communicate
hen engaging in tasks a	ligned wi	th the following	g Kindergarten Louisiar	na Stude	nt Standards for E	LA:
n about the topic.	_	·				-
	when engage of transport and style are pose, and audience. when engaging in tasks at a of drawing, dictating, and about the topic.	When engaging in or coherent writing in which the ion, and style are pose, and audience. When engaging in tasks aligned win of drawing, dictating, and writing to about the topic.	Level 1 [Standard introduced at Level 3.] When engaging in one or more of the coherent writing in which the ion, and style are pose, and audience. When engaging in tasks aligned with the following of others. When engaging in tasks aligned with the following not drawing, dictating, and writing to compose inform nabout the topic.	Level 1 [Standard introduced at Level 3.] [Including visual aids, context), • retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then). when engaging in one or more of the following content-sp coherent writing in which the ion, and style are pose, and audience. MP1. Make sense of problems and persect solving them. MP3. Construct viable arguments and crit reasoning of others. when engaging in tasks aligned with the following Kindergarten Louisiar in of drawing, dictating, and writing to compose informative/explanatory texts in about the topic.	[Standard introduced at Level 3.] [Including visual aids, context), • retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then). when engaging in one or more of the following content-specific processor of problems and persevere in solving them. MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others. when engaging in tasks aligned with the following Kindergarten Louisiana Stude of drawing, dictating, and writing to compose informative/explanatory texts in which the nabout the topic.	Level 1 [Standard introduced at Level 3.] [Standard introduced at With support (including visual aids, context), [Standard introduced at Level 4 With support (including visual aids, context), [Standard introduced at Level 3.] Including visual aids, context), [Standard introduced at With support (including visual aids, context), [Standard introduced at Level 3.] Including visual aids, context), [Standard introduced at With support (including visual aids, context), [Standard introduced at With support (including visual aids, context), [Standard introduced at Level 3.] [Standard introduced at With support (including visual aids, context), [Standard introduced at Level 3.] [Standard introduced at With support (including visual aids, context), [Standard introduced in Standards, context in Standards, context, context in Standards, context in S



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



Kindergarten

ELPC K.10	By the end of each	English l	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can make accurate use of standard English to	with support (including context and visual aids),		port (including and visual aids),	with support (including context and visual aids),	with support (context and visual aids),		with increasing independence,
communicate in grade appropriate speech and writing	• recognize and use a small number of frequently occurring nouns and verbs • recognize and use frequently occurring nouns, verbs, and short phrases		recognize and use frequently occurring regular plural nouns, verbs, and prepositions	recognize and use frequently occurring regular plural nouns, verbs, and prepositions		 use frequently occurring regular plural nouns, verbs, prepositions, and question words 	
	• understand and respond to simple questions		nd to yes/no questions	• use and respond to question words		nd respond to on words;	 ask and answer interrogatives (wh questions)
		• production sentence	ce a few simple es	• produce simple sentences	produce and expand simple sentences in shared language activities.		• produce and expand simple sentences
		in shared	d language s	in shared language activities			in shared language activities.
	when enga	ging in or	ne or more of th	e following content-sp	ecific pra	actices:	
development, organizat task, purpose, and audio	coherent writing in which to ion, and style are appropria ence. res to communicate contex	ate to	MP6. Attend to	precision.		SP8. Obtain, evaluinformation.	uate, and communicate
specific messages.	res to communicate contex	ν.					
w	hen engaging in tasks a	ligned wi	th the following	g Kindergarten Louisian	na Stude	nt Standards for I	ELA:
L.1. Demonstrate comma. Print many upper- and b. Use frequently occurr		standard E	nglish grammar a	ind usage when writing or	speaking		

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- f. Produce and expand complete sentences in shared language activities.



Grade One ELA Standards Matrix

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

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

Legend for Domains

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





Grade One

ELPC 1.1	By the end of each	English language prof	iciency level, an EL ca	n	
		I		I	1
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can	with prompting and	use an emerging set of	use a developing set	use an increasing range	use a wide range of
	support (including	strategies to:	of strategies to:	of strategies to:	strategies to:
construct meaning	context and visual				
from oral	aids), use a very		 identify main topics, 	 identify main topics 	 identify main topics
presentations and	limited set of				
literary and	strategies to:		 answer questions 	ask and answer	 ask and answer
informational text			about key details	questions about an	questions about key
through grade				increasing number of key	details
appropriate listening,				details	
reading, and viewing.					
	 identify a few key 	 identify key words 	 retell some key 	 retell familiar stories or 	 retell stories, includin
	words	and phrases	details or events	episodes of stories	key details
	from read-alouds,	from read-alouds,	from read-aloud texts,	from read-alouds,	from read-alouds,
	picture books, and	simple written texts,	simple written texts,	written texts, and oral	written texts, and oral
	oral presentations.	and oral presentations	and oral presentations	presentations	presentations.
	when enga	ging in one or more of t	ne following content-spe	ecific practices:	
FP1 Sunnort analyses o	f a range of grade-level cor	nnlex MP1 Make se	nse of problems	SP1 Ask question	s and define problems.
texts with evidence.	ra range of grade level cor	•	in solving them.	5. 217 lok question.	s and define problems.
EP3. Construct valid arg	uments from evidence and				
critique the reasoning o					
or reduce the reasoning o					
EP4. Build and present k	nowledge from research b	v			
•	and synthesizing ideas from	•			
EP5. Build upon the idea	as of others and articulate h	nis or			
her own ideas when wo					
,	when engaging in tasks	aligned with the follow	ng Grade One Louisiana	Student Standards for EL	.A:
Literature			Informational Text		
	uding key details, and demo	onstrate understanding of		juestions about key details in	a text.
RL.2. Retell stories, inclu				in the second management of the second managem	
	· lesson.				
	lesson.		RI.2. Identify the main	tonic and retell key details o	fatext.
their central message or		its in a story, using key	RI.2. Identify the main	topic and retell key details o	f a text.
their central message or RL.3. Describe character	r lesson. rs, settings, and major even	its in a story, using key	,	,	
their central message or		its in a story, using key	RI.3. Describe the con	nection between two individu	
their central message or RL.3. Describe character details.	rs, settings, and major even		,	nection between two individu	
their central message or RL.3. Describe character details.			RI.3. Describe the con	nection between two individu	
their central message on RL.3. Describe character details. RL.1. Ask and answer qu	rs, settings, and major even	n a text.	RI.3. Describe the con	nection between two individu	



SL.2. Ask and answer questions about key details in a text read aloud or

information presented orally or through other media.



Grade One

An EL can	Level 1 • listen to short conversations	• particip		Level 3	Level		
					LC ACI	4	Level 5
conversations participate in grade appropriate oral and				• participate in short discussions, conversations, and short written exchanges	discuss	ipate in ions, sations, and exchanges	participate in extended discussions, conversations, and written exchanges
written exchanges of information, ideas, and analyses, responding to peer, audience, or reader		• take tu	rns	follow rules for discussion	• follow discuss	v rules for ion	• follow rules for discussion
comments and questions.				ask and answer simple questions	• ask ar questio	nd answer ns	ask and answer questions
	• respond to simple yes/no and some wh questions	• respon yes/no a question			• respond to the comments of others		build on the comment of others
		·			• make or her	comments of his own	• contribute his or her own comments
	about familiar topics.	about fa	miliar topics	about familiar topics	about a	variety of topics ts.	about a variety of topics and texts.
	when enga	ging in on	e or more of t	ne following content-sp	ecific pra	ectices:	
EP1. Support analyses of texts with evidence.	a range of grade-level cor	nplex	MP1. Make ser solving them.	nse of problems and perse	ere in	SP4. Analyze and i	·
EP5. Build upon the ideas her own ideas when work	s of others and articulate h king collaboratively.	nis or	MP6. Attend to	precision.		solutions.	planations and design ate, and communicate
				ng Grade One Louisiana	0. 1	information.	

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

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

- SL.1. Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.
- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.



Grade One

ELPC 1.3	By the end of each I	English I	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can speak and write about grade-appropriate	• communicate simple information or feelings	• communicate simple messages		deliver short simple oral presentations		imple sentences awings or tions,	including a few descriptive details,
complex literary and informational texts and topics.						er short simple esentations	• deliver oral presentations
				compose short written texts	compose written texts compose written texts		
				about familiar topics,	about	a variety of texts,	about a variety of texts,
	about familiar topics	about fa	miliar topics,	stories, experiences,		experiences, or	topics, experiences, or
i	or experiences.	experier	ices, or events.	or events	events	•	events.
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:	
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.							
\	when engaging in tasks	aligned w	ith the followi	ng Grade One Louisiana	Studen	t Standards for El	-A:

- W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- SL.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.





Grade One

ELPC 1.4	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	express a preference or opinion	express an opinion about familiar topics, experiences, or events.		 express an opinion give a reason for the opinion about familiar stories, experiences, or events. 	express opinions give a reason for the opinion about a variety of texts topics, experiences, and events.		 express opinions introduce the topic give a reason for the opinion provide a sense of closure about a variety 	
							of texts, topics, experiences, or events.	
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:		
	coherent writing in which t ion, and style are appropria		MP3. Construct reasoning of ot	t viable arguments and crit hers.	ique	SP4. Analyze and	•	
task, parpose, and addit	crice.		MP6. Attend to	precision.	Ji 7. Lingage iii ai g	SP7. Engage in argument from evidence.		
EP3. Construct valid arguments from evidence and critique the reasoning of others.					SP8. Obtain, evaluinformation.	uate, and communicate		
EP5. Build upon the idea her own ideas when wo	as of others and articulate hrking collaboratively.	nis or						
EP6. Use English structu specific messages.	res to communicate conte	rt-						

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

- **W.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.





Grade One

	Level 1	Level 2	2	Level 3	Level	4	Level 5
An EL can conduct research and	with prompting and support from adults,		ompting and from adults,	with prompting and support from adults,	with prompting and support from adults,		with prompting and support from adults,
evaluate and communicate findings to answer questions or solve problems.	participate in shared research projects		pate in shared n projects	participate in shared research projects		cipate in shared ch projects	participate in shared research projects
	gather information	• gather	r information	gather information	• gathe	er information	gather information
	• label information	• summ informa	arize some key tion	• summarize information	• sumr	marize information	summarize information
					• answ	er a question	answer a question
	from provided sources	showing emerging showing developing show		from p	rovided sources	from provided sources	
	showing limited control.			showing developing control.	showing increasingly independent control.		showing independent control.
	when engag	ging in or	ne or more of th	ne following content-spe			
EP1. Support analyses o texts with evidence.	f a range of grade-level con	nplex	MP1. Make ser persevere in so	nse of problems and Iving them.			y out investigations.
•	knowledge from research b and synthesizing ideas fron	•				solutions.	planations and design
	as of others and articulate h					SP8. Obtain, evaluinformation.	ate, and communicate
EP6. Use English structuspecific messages.	res to communicate contex	rt-					
	when engaging in tasks a	aligned v	vith the followi	ng Grade One Louisiana	Studen	t Standards for FI	Δ.

- instructions).
- W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **SL.5.** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.





Grade One

ELPC 1.6	By the end of each	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	[Standard introduced at Level 2.]	with pro support,	mpting and					
analyze and critique								
the arguments of			y a reason an	 identify one or two 		ify reasons an	 identify appropriate 	
others orally and in			r a speaker	reasons an author or a		or a speaker gives	reasons an author or a	
writing.		gives to	support a	speaker gives to		oort the main	speaker gives to support	
		point.		support the main	point.		the main point.	
				point				
	when enga	ging in or	ne or more of th	e following content-spe	ecific pra	actices:		
EP2. Produce clear and	coherent writing in which t	he	MP1. Make sen	se of problems and persev	ere	SP1. Ask questions	s and define problems.	
development, organiza	tion, and style are appropria	ate to	in solving them.					
ask, purpose, and audi	ence.					SP6. Construct exp	planations and design	
			MP3. Construct viable arguments and			solutions.		
•	guments from evidence and		critique reasoni	ng of others.				
critique the reasoning of others.					SP7. Engage in arg	ument from evidence.		
EDA Build and procent	knowledge from research b	v				SD9 Obtain ovalu	ate, and communicate	
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.					information.	ate, and communicate		
micegi atmig, companing,	, and synthesizing lueds from	ii texts.				iiiioiiiiatioii.		
EP5. Build upon the ide	eas of others and articulate h	nis or						
her own ideas when wo								

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

- **RI.8.** Identify the reasons an author gives to support points in a text.
- **W.1.** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- SL.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.





Grade One

ELPC 1.7	By the end of each	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can	[Standard introduced at Level 2.]	[Standard introduced a Level 2.]	show a developing awareness of the	show awareness of differences between	shift appropriately between informal				
adapt language			difference between	informal "playground	"playground speech" and				
choices to purpose,			appropriate language	speech" and language	language appropriate to				
task, and audience			for the playground	appropriate to the	the classroom most of				
when speaking and			and language for the	classroom	the time				
writing.			classroom.	• use some words	use words learned				
				learned through	through conversations,				
				conversations, reading,	reading, and being read				
			41 f-11	and being read to.	to.				
	wnen enga	ging in one or more of	the following content-sp	ecific practices:					
EP2. Produce clear and	coherent writing in which t	he MP6. Attend	to precision.	SP1. Ask question	ns and define problems.				
development, organiza	tion, and style are appropria	ate to							
the task, purpose, and a	audience.			SP6. Construct ex	SP6. Construct explanations and design				
				solutions.					
EP6. Use English structu	ures to communicate conte	kt-							
specific messages.				SP8. Obtain, eval	uate, and communicate				
				information.					

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

- **W.5.** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **SL.6.** Produce complete sentences when appropriate to task and situation.
- **L.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).





Grade One

ELPC 1.8	By the end of each	English la	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids),	with prompting and support (including context and visual aids),		using sentence-level context and visual aids,	visual a knowle occurri	entence context, aids, and some edge of frequently ng root words and iflectional forms,	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -ing, and some common prefixes),
miorinational text.	recognize the meaning of a few frequently occurring words and phrases	question determin of freque	r and nes ask simple is to help ne the meaning ently occurring nd phrases	answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases	questic determ of less phrase	er and ask ons to help nine the meaning common words, s, and simple tic expressions	answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions
	in simple oral presentations and readalouds about familiar topics, experiences, or events.	readalou familiar	ations and ads about	in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	writter variety	presentations and n texts about a of topics, ences, or events.	in oral presentations and written texts about a variety of topics, experiences, or events.
	when enga	ging in on	e or more of th	ne following content-sp	ecific pra	actices:	
texts with evidence.	of a range of grade-level contures to communicate cont	·	MP1. Make ser in solving them	nse of problems and perse	vere		ns and define problems. uate, and communicate

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

Informational Text

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

Literature

- **RL.4.** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., /ook) and their inflectional forms (e.g., /ooks, /ooked, /ooking).
- L.5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are cozy).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., /ook, peek, g/ance, stare, g/are, scow/) and adjectives differing in intensity (e.g., /arge, gigantic) by defining or choosing them or by acting out the meanings.





Grade One

ELPC 1.9	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can create clear and coherent grade appropriate speech	at Level 2.] visual aids and modeled sentences), visual aids and modeled sentences), visual aids and modeled sentences), • retell an event visual aids and modeled sentences), • retell an event visual aids and modeled sentences), sentences		ids and modeled ces), (including modeled sentences), (includin			unt two or three in sequence	recount a more complex sequence of events in the correct order
and text.			writing) a simple sequence of events in the correct order			• introduce a topic	
		• present simple information		• present simple information		ent simple ation about a	• provide some facts about a topic
		of some	erging control frequently g linking words.	with developing control of some frequently occurring linking words (e.g., and, so) and temporal words (e.g., first, then).	independent control curring some temporal wor (e.g., (e.g., next, after),an emporal some frequently		using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases)
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:	
	coherent writing in which tion, and style are approprudience.		solving them.	se of problems and persev viable arguments and crit hers.			gument from evidence. uate, and communicate
	when engaging in tasks	aligned w	ith the followi	ng Grade One Louisiana	Studen	t Standards for F	L A :

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

- W.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.3.** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
- SL.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.



Grade One

ELPC 1.10	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can make accurate use of standard English to communicate in	with support (including context and visual aids),	with sup visual aid sentence		with support (including modeled sentences),	numbe	in increasing er of singular and nouns, and verbs	use singular and plura nouns with matching verbs,	
grade-appropriate speech and writing.	 understand and use a small number of frequently occurring nouns and verbs, 	frequent nouns, v preposit	nize and use tly occurring erbs, ions, and tions (e.g., and,	 use some singular and plural nouns use verbs in the present and past tenses 	verb te	oresent and past enses with oriate subject-verb nent	use past, present, and future verb tenses	
	• understand and use very simple sentences			use frequently occurring prepositions and conjunctions	occurri	itions and	use frequently occurring prepositions and conjunctions	
	• respond to simple questions.	• produc sentence	ce simple es.	• produce and expand simple Sentences	 produce and expand simple and some compound sentences 		• produce and expand simple and compound sentences	
				in response to prompts.	in resp	onse to prompts.	In response to prompts	
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:		
	coherent writing in which t		MP6. Attend to	precision.		SP8. Obtain, evalu	ate, and communicate	

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
EP6. Use English structures to communicate context-specific messages.		

when engaging in tasks aligned with the following Grade One Louisiana Student Standards for ELA:

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





Grade Two ELA Standards Matrix

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

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

Legend for Domains

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





Grade Two

ELPC 2-3.1 By the end of each English language proficiency level, an EL can										
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can	use a very limited set of strategies to:	use an e strategie	merging set of es to:	use a developing set of strategies to:		increasing range tegies to:	use a wide range of strategies to:			
construct meaning from oral presentations and literary and	• identify a few key words and phrases	identify some key words and phrases		• identify the main topic or message		rmine the main message	determine the main idea or message			
informational text			y the main	 answer questions 	• identify or answer		• tell how key details			
through grade appropriate		topic or message	e/lesson	• retell some key	key de	ons about some tails that support	support the main idea			
listening, reading, and viewing				details		in idea/message				
						ll a variety of	retell a variety of			
	from read-alouds, simple	from rea	ıd-alouds,	from read-alouds,	stories from re	ead-alouds,	stories from read-alouds,			
	written texts, and oral		ritten texts,	simple written texts,		n texts, and oral	written texts, and ora			
	presentations.		presentations.	and oral presentations		tations.	communications.			
				ne following content-sp						
EP1. Support analyse texts with evidence.	es of a range of grade-level cor	mplex	MP1. Make ser solving them.	ise of problems and persev	ere in	SP1. Ask question	ns and define problems.			
EP3. Construct valid critique the reasonin	arguments from evidence and g of others.									
•	nt knowledge from research b	•								
EP5. Build upon the i	deas of others and articulate l									

when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:

Literature

- **RL.1.** Ask and answer such questions as *Who, What, Where, When, Why,* and *how* to demonstrate understanding of key details in a text.
- **RL.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.3.** Describe how characters in a story respond to major events and challenges.
- **RL.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **RL.1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **SL.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Informational Text

- **RI.1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **RI.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RI.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.





Grade Two

ELPC 2-3.2	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can participate in grade appropriate oral and written exchanges of	listen to and occasionally participate in short conversations	conversa	ons, and written	participate in short discussions and written exchanges	discuss conver	cipate in ions, sations, and n exchanges	participate in extended discussions, conversations, and written exchanges		
information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		 take turns respond to simple yes/no and wh-questions 		 follow the rules for discussion ask questions to gain information or clarify understanding 	 follow the rules for discussion ask and answer questions 		follow the rules for discussion ask and answer questions		
	• respond to simple yes/no and some whquestions.			respond to the comments of others contribute his or her own comments	 build on the ideas of others contribute his or her own ideas 		 build on the ideas of others express his or her own ideas 		
	about familiar topics.	about fa	miliar topics.	about familiar topics and texts.	about a	a variety of topics	about a variety of topics and texts		
	when enga	ging in or	ne or more of th	e following content-spe	ecific pr	actices:	_		
texts with evidence.	of a range of grade-level con as of others and articulate orking collaboratively.		MP1. Make sen solving them. MP6. Attend to	se of problems and persev precision.	ere in	solutions.	interpret data. planations and design uate, and communicate		

when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:

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

- **SL.1.** Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.





Grade Two

ELPC 2-3.3	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can							with some details,		
speak and write about grade appropriate complex literary and	information present		r simple oral ations	deliver short oral presentations		er short oral atations	deliver oral presentation		
informational texts and topics.		• compo texts	ose written	• compose written narratives	•		• compose written narratives		
				• compose informational texts	• completexts	pose informational	• compose informational texts		
	about familiar texts, topics, experiences, or events.	about familiar texts, topics, experiences, or events		about familiar texts, topics, experiences, or events.	l l	a variety of texts, experiences, or	about a variety of texts, topics, experiences, or events.		
	when enga	ging in or	ne or more of t	he following content-sp	ecific pr	actices:			
EP1. Support analyses of a range of grade-level complex texts with evidence.			MP1. Make sense of problems and persevere in solving them.			SP6. Construct explanations and design solutions.			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			MP6. Attend to precision.			SP8. Obtain, evaluate, and communicate information.			
	when engaging in tasks	aligned w	ith the followi	ng Grade Two Louisiana	Studen	t Standards for FI	Δ.		

- **W.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **SL.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.





Grade Two

ELPC 2-3.4	By the end of each	English I	anguage profi	ciency level, an EL ca	n			
	Level 1	Level 2	2 Level 3 Leve		Level	4	Level 5	
An EL can	express an opinion	• expres	s an opinion	express an opinion	• intro	duce a topic	introduce a topic	
construct grade appropriate oral and				• give one or more reasons for the	• expre	ess opinions	express opinions	
written claims and support them with reasoning and				opinion	• give the op	several reasons for inions	• give several reasons for the opinions	
evidence.							provide a concluding statement	
	about a familiar topic.	story	familiar topic or	about a familiar topic or story.	about a variety of topics		about a variety of topics.	
500 D			•		ecilic pi	_		
	coherent writing in which t ion, and style are appropria		MP3. Construct viable arguments and critique reasoning of others.			SP4. Analyze and interpret data.		
task, purpose, and audie		ite to	MP6. Attend to precision.			SP7. Engage in argument from evidence.		
-	EP3. Construct valid arguments from evidence and critique the reasoning of others.					SP8. Obtain, evaluinformation.	ate, and communicate	
EP5. Build upon the idea her own ideas when wo	as of others and articulate hrking collaboratively.	nis or						
EP6. Use English structu specific messages.	res to communicate contex	rt-						

- W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).





Grade Two

ELPC 2-3.5	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can	with prompting and support,	with pro support,	mpting and	with prompting and support,	with possible support	rompting and rt,			
conduct research and evaluate and communicate findings to answer questions	 carry out short individual or shared research projects 	 carry out short individual or shared research projects recall information from experience gather information from provided sources 		 carry out short individual or shared research projects 	individ	out short ual or shared ch projects,	carry out short individual or shared research projects,		
or solve problems	• gather information from provided sources			• recall information from experience	• recal experie	I information from ence	• recall information from experience		
	label information.			• gather information from provided sources		er information nultiple sources	gather information from multiple sources		
			• sort evidence into provided categories.		sort evidence into categories.				
	when enga	ging in or	ne or more of t	he following content-sp	ecific pr	actices:			
EP1. Support analyses o texts with evidence.	f a range of grade-level cor	mplex	MP1. Make sense of problems and persevere in solving them.			SP3. Plan and carry out investigations. SP6. Construct explanations and design			
•	knowledge from research b and synthesizing ideas fror	•				solutions.	late, and communicate		
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.						information.	ate, and communicate		
EP6. Use English structu specific messages.	res to communicate conte	kt-							
	andre and a state of the state of	-1!	de als a fall and	ng Grada Two Louisiana	Charlen	4 C4 - 1 - 1 - 1 - 5 - 1 - 5			

- W.7. Conduct short research projects that build knowledge about a topic.
- **W.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.





Grade Two

ELPC 2-3.6	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can	with prompting and support,	with pro	mpting and							
analyze and critique the arguments of others orally and in writing	 use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	author c	y a reason an or a speaker support the int.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.		• describe how reasons support the specific points an author or a speaker makes.			
	when enga	ging in or	ne or more of t	he following content-sp	ecific pr	actices:	I.			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others.			in solving them	t viable arguments and	vere	SP6. Construct exposultions.	s and define problems. planations and design gument from evidence.			
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.							late, and communicate			
· ·	EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.									

- RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **W.1b.** Provide reasons that support the opinion.
- SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **L.6.** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).





Grade Two

ELPC 2-3.7	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	show increasing awareness of differences between informal "playground speech" and language appropriate to the classroom use some words learned through conversations, reading, and being read to.	compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content specific words in conversations and discussions	adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.				
	when enga	ging in one or more of t	he following content-sp	ecific practices:					
development, organiza the task, purpose, and	l coherent writing in which the lation, and style are appropriate audience. ures to communicate contex	ate to	o precision.	SP6. Construct ex solutions.	SP8. Obtain, evaluate, and communicate				
	when engaging in tasks:	aligned with the follow	ing Grade Two Louisiana	Student Standards for E	Ι Δ·				

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).





Grade Two

ELPC 2-3.8	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language,	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,	visual a materia increas morpho	ontext, some hids, reference als, and an hing knowledge of hology (root words, hrefixes),	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),		
mornational text.	• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.	question	and	determine the meaning of less- frequently occurring words and phrases, content-specific words, and some idiomatic expressions	meanir frequei words	mine the ng of less- ntly occurring and phrases and diomatic sions	determine the meaning of less- frequently occurring words, phrases, some idiomatic expressions		
				·	(at Grade 3) some general academic and content-specific vocabulary		(at Grade 3) some general academic and content specific vocabulary		
	in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. in simple oral discourse, read- alouds, and written texts about familiar topics, experiences, or events. in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.		and written texts a variety of topics,	in oral presentations and written texts about a variety of topics, experiences, or events.					
	when enga	ging in or	e or more of th	e following content-spe	ecific pra	actices:			
EP1. Support analyses of a range of grade-level complex texts with evidence.			solving them. SP8. Obtain			·	s and define problems. ate, and communicate		
specific messages.	res to communicate conte			Cuada Tiva I avisiana	Chudan	Chandards for El			

when engaging in tasks aligned with the following Grade Two Louisiana Student Standards for ELA:

Informational Text

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

Literature

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

- L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- $b.\ Demonstrate\ understanding\ of\ frequently\ occurring\ verbs\ and\ adjectives\ by\ relating\ them\ to\ their\ opposites\ (antonyms).$
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.





Grade Two

ELPC 2-3.9	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can create clear and	with support (including context and visual aids), and using non-verbal		port (including Is and modeled is),	with support (including modeled sentences),	indepe	creasingly ndent control, duce an	with independent control, • introduce an			
coherent grade appropriate speech and text.	communication,					ational topic	informational topic			
	• communicate simple information about an event or topic		unicate simple ion about a	• present a few pieces of information about a topic	• prese topic	ent facts about the	present facts about the topic			
		• recount sequence	t two events in	recount a short sequence of events	events,	int a sequence of using temporal (before, after,	use temporal words to recount a coherent sequence of events,			
	 use a narrow range of vocabulary and syntactically simple sentences with limited control. 	use frequently occurring linking words (e.g., and, then) with emerging control		words (e.g., and, but, becaus		nking words (e.g., e, and, also) to t ideas or events.	 use linking words (e.g., because, and, also) to connect ideas and events provide a concluding statement about the 			
							topic			
	when enga	ging in on	e or more of th	e following content-sp	ecific pra	actices:				
development, organizat	coherent writing in which t tion, and style are appropria		MP1. Make sense of problems and persevere in solving them.			SP7. Engage in argument from evidence.				
task, purpose, and audience.			MP3. Construct viable arguments and critique reasoning of others.			SP8. Obtain, evaluinformation.	ate, and communicate			
,	when engaging in tasks	aligned wi	ith the followir	ng Grade Two Louisiana	Studen	t Standards for EL	A:			

- **W.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **SL.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.





Grade Two

By the end of each English language proficiency level, an EL can									
Level 1	Level 2	Level 3	Level 4	Level 5					
with support (including context and	with support (including visual aids and modeled	with support (including modeled							
visuai aius),	sentences),	sentences),							
understand and use a small number of frequently occurring nouns and verbs	recognize and use some frequently occurring collective nouns (e.g. group)	• use some collective nouns	use collective nouns	use collective and commonly occurring abstract nouns (e.g. childhood)					
	• recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions	use the past tense of some frequently occurring irregular verbs	use the past tense of frequently occurring irregular verbs	use the past tense of frequently occurring irregular verbs					
		use some frequently occurring adjectives, adverbs, and conjunctions	use an increasing number of adjectives, adverbs, and conjunctions	• use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs					
• respond to simple	produce simple	produce and expand	produce and expand	produce and expand					
questions.	sentences in response to prompts.	simple and some compound sentences	simple, compound, and (at Grade 3) a few complex sentences	simple, compound, and (at Grade 3) some complex sentences					
	Level 1 with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • respond to simple questions.	Level 1 with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • recognize and use some frequently occurring collective nouns (e.g. group) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • respond to simple questions. • produce simple sentences in response to prompts.	Level 1 With support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • recognize and use some frequently occurring collective nouns (e.g. group) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • respond to simple questions. • produce simple sentences in response to prompts. Level 3 with support (including with support (including modeled sentences), • use some collective nouns • use the past tense of some frequently occurring irregular verbs • use some frequently occurring adjectives, adverbs, and conjunctions	Level 1 with support (including context and visual aids), • understand and use a small number of frequently occurring collective nouns (e.g. group) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • respond to simple questions. • produce simple questions. with support (including with support (including modeled sentences), with support (including modeled sentences), • use some collective nouns • use the past tense of some frequently occurring irregular verbs • use the past tense of frequently occurring irregular verbs • use some frequently occurring adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts. • produce and expand simple and some compound sentences • produce and expand simple, compound, and (at Grade 3) a few					

EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate information.
EP6. Use English structures to communicate context-specific messages.		

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., childhood).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- $i.\ Produce\ simple,\ compound,\ and\ complex\ sentences.$
- L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.





Grade Three ELA Standards Matrix

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

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

Legend for Domains

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





Grade Three

ELPC 2-3.1	By the end of each	By the end of each English language proficiency level, an EL can										
	Level 1	Level 2	Level 3	Level 4	Level 5							
An EL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:							
construct meaning from oral presentations and literary and	• identify a few key words and phrases	• identify some key words and phrases	• identify the main topic or message	determine the main idea or message	determine the main idea or message							
informational text through grade appropriate listening, reading, and viewing		• identify the main topic or message/lesson	 answer questions retell some key details	• identify or answer questions about some key details that support the main idea/message	• tell how key details support the main idea							
				• retell a variety of stories	• retell a variety of stories							
	from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations.	from read-alouds, simple written texts, and oral presentations	from read-alouds, written texts, and oral presentations.	from read-alouds, written texts, and oral communications.							
	when enga	iging in one or more of th	ne following content-sp	ecific practices:								
FD1 Support analyses of	of a range of grade-level co	mnley MP1 Make ser	use of problems and persev	vere in SD1 Ask question	s and define problems							

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

- **EP3.** Construct valid arguments from evidence and critique the reasoning of others.
- **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
- **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

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

SP1. Ask questions and define problems.

when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:

Literature

- **RL.1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **RL.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **RL.3.** Describe how characters in a story respond to major events and challenges.
- **RL.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- **SL.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Informational Text

- **RI.1.** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **RI.2.** Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **RI.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- **RI.7.** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.





Grade Three

ELPC 2-3.2	By the end of each	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5				
An EL can participate in grade appropriate oral and written exchanges of	listen to and occasionally participate in short conversations	conversati	s, and written	participate in short discussions and written exchanges	discuss	cipate in sions, sations, and n exchanges	participate in extende discussions, conversations, and written exchanges				
information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		• take turr	ns	follow the rules for discussion ask questions to gain information or clarify understanding	discuss	nd answer	follow the rules for discussionask and answer questions				
	 respond to simple yes/no and some wh- questions. 	• respond yes/no and questions		 respond to the comments of others contribute his or her own comments 	others	ribute his or her	 build on the ideas of others express his or her own ideas 				
	about familiar topics.	about fam	iliar topics.	about familiar topics and texts.	about a	a variety of topics	about a variety of topics and texts				
	when enga	aging in one	or more of th	e following content-spe	ecific pr	actices:	1				
EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.			MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.			SP6. Construct explanations and design solutions.					
						information.	uate, and communicate				

when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:

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

- **SL.1.** Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.





Grade Three

By the end of each English language proficiency level, an EL can									
Level 1	Level 2		Level 3	Level	4	Level 5			
						with some details,			
• communicate simple information	mple • deliver simple oral presentations • deliver short oral presentations presentations			deliver oral presentation					
	• compo texts	ose written	• compose written narratives			compose written narratives			
			• compose informational texts	• comp texts	oose informational	• compose informational texts			
about familiar texts,	about fa	miliar texts,	about familiar texts,	about a	a variety of texts,	about a variety of texts,			
topics, experiences, or events.	topics, e events	xperiences, or	topics, experiences, or events.	topics, events	experiences, or	topics, experiences, or events.			
when enga	ging in or	ne or more of tl	he following content-spo	ecific pr	actices:				
a range of grade-level cor	nplex	MP1. Make sense of problems and persevere in solving them.		ere in	SP6. Construct expositions.	olanations and design			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			·			ate, and communicate			
	about familiar texts, topics, experiences, or events. when engage a range of grade-level corrotherent writing in which ton, and style are appropria	Level 1 • communicate simple information about familiar texts, topics, experiences, or events. when engaging in or a range of grade-level complex oherent writing in which the on, and style are appropriate to	Level 1 Communicate simple information deliver simple oral presentations compose written texts topics, experiences, or events. when engaging in one or more of the arrange of grade-level complex when engaging in one or more of the solving them. MP1. Make ser solving them. MP6. Attend to on, and style are appropriate to	Level 1 deliver simple oral presentations ompose written texts about familiar texts, topics, experiences, or events. when engaging in one or more of the following content-special arrange of grade-level complex oherent writing in which the on, and style are appropriate to deliver short oral presentations ocompose written narratives compose written narratives ocompose informational texts, topics, experiences, or events. when engaging in one or more of the following content-special solving them. MP1. Make sense of problems and persevice solving them. MP6. Attend to precision.	Level 1 Level 2 Level 3 Level 3 Level 3 Level 4 • deliver short oral presentations • compose written texts about familiar texts, topics, experiences, or events. when engaging in one or more of the following content-specific practice arrange of grade-level complex when engaging in which the on, and style are appropriate to • deliver short oral presentations • compose written narratives • compose written narratives • compose informational texts, topics, experiences, or events. about familiar texts, topics, experiences, or events. • compose informational texts, topics, experiences, or events. • compose vritten narratives • compose vritten narr	Level 1 Level 2 Level 3 Level 4 deliver simple oral presentations ompose written texts about familiar texts, topics, experiences, or events. when engaging in one or more of the following content-specific practices: a range of grade-level complex where the simple oral presentations odeliver short oral presentations ocompose written narratives ocompose written narratives ocompose informational texts about familiar texts, topics, experiences, or events. about familiar texts, topics, experiences, or events. when engaging in one or more of the following content-specific practices: a range of grade-level complex when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices: when engaging in one or more of the following content-specific practices:			

- **W.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- SL.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.5.** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.





Grade Three

ELPC 2-3.4

	Level 1	Level 2		Level 3	Leve	14	Level 5
An EL can	express an opinion	• expres	s an opinion	express an opinion	• intro	oduce a topic	introduce a topic
construct grade appropriate oral and				• give one or more reasons for the	• expr	ess opinions	• express opinions
written claims and support them with				opinion	_	several reasons for pinions	• give several reasons for the opinions
reasoning and evidence.							provide a concluding statement
					about a variety of topics		about a variety of topics.
	about a familiar topic.	about a	familiar topic or	about a familiar topic			
		story		or story.			
	when enga	ging in or	ne or more of th	e following content-sp	ecific pı	ractices:	
	coherent writing in which t ion, and style are appropria		MP3. Construct critique reasoni	viable arguments and ng of others.		SP4. Analyze and i	nterpret data.
task, purpose, and audie	ence.					SP7. Engage in arg	ument from evidence.
			MP6. Attend to	precision.			
•	uments from evidence and						ate, and communicate
critique the reasoning o	f others.					information.	
EP5. Build upon the idea	as of others and articulate I	his or					
her own ideas when wo	rking collaboratively.						
EP6. Use English structu specific messages.	res to communicate conte	xt-					

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

- W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).





Grade Three

ELPC 2-3.5	By the end of each	By the end of each English language proficiency level, an EL can										
	Level 1	Level 2		Level 3	Level	4	Level 5					
An EL can	with prompting and support,	with pro support	mpting and	with prompting and support,	with pr suppor	ompting and t,						
conduct research and evaluate and communicate findings to answer questions or solve problems	 carry out short individual or shared research projects gather information from provided sources 	 carry out short individual or shared research projects recall information from experience 		ual or shared individua research er information • recall ir		 carry out short individual or shared research projects recall information from experience 	individ researd	out short ual or shared ch projects,	 carry out short individual or shared research projects, recall information from experience 			
	• label information.	• gather	information ovided sources	• gather information from provided sources	• gathe	er information nultiple sources	gather information from multiple sources					
		 record information observation notes. 		• record information/ observations in orderly notes.	sort evidence into provided categories.		sort evidence into categories.					
	when enga	ging in or	ne or more of t	ne following content-spo	ecific pr	actices:						
texts with evidence. EP4. Build and present k	f a range of grade-level cor	У	MP1. Make ser persevere in so	nse of problems and Iving them.			y out investigations.					
integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.						SP8. Obtain, evaluinformation.	ate, and communicate					
EP6. Use English structuspecific messages.	res to communicate conte	xt-										
	vhen engaging in tasks a	ligned w	ith the followin	g Grade Three Louisian	a Studei	nt Standards for F	ΙΔ·					

- W.7. Conduct short research projects that build knowledge about a topic.
- **W.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.





Grade Three

ELPC 2-3.6	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can	with prompting and support,	with pro support,	ompting and							
analyze and critique the arguments of others orally and in writing	 use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	author c	y a reason an or a speaker support the int.	• tell how one or two reasons support the main point an author or a speaker makes.	reason	ow one or two s support the c points an author eaker makes.	describe how reasons support the specific points an author or a speaker makes.			
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:				
	coherent writing in which t tion, and style are appropriationce.		in solving them	nse of problems and persev t viable arguments and	vere		s and define problems. planations and design			
EP3. Construct valid arg	guments from evidence and of others.		critique reason	_		SP7. Engage in arg	gument from evidence.			
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.						SP8. Obtain, evaluinformation.	ate, and communicate			
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.										

- RI.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **W.1b.** Provide reasons that support the opinion.
- SL.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **L.6.** Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).





Grade Three

ELPC 2-3.7	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can adapt language choices to purpose, task, and audience when speaking and writing.	recognize the meaning of some words learned through conversations, reading, and being read to.	awarene difference informal speech" appropri classroor use sor learned t conversa and bein	res between "playground and language ate to the m me words through ations, reading, g read to.	compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions.	• (at G wider r acaden specific conver discuss	rade 3), use a range of general nic and content cwords in sations and cions	 adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts. 			
	when enga	iging in on	e or more of th	ne following content-sp	ecitic pra	actices:				
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-			MP6. Attend to	precision.		SP6. Construct ex solutions.	ns and define problems.			
specific messages.				og Grade Three Louisian		information.	uate, and communicate			

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **L.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).





Grade Three

ELPC 2-3.8	By the end of each	By the end of each English language proficiency level, an EL can										
	Level 1	Level 2		Level 3	Level	4	Level 5					
An EL can determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language,	aids, and morpho	ntext, visual I knowledge of logy in his or ve language,	using context, some visual aids, reference materials, and a developing knowledge of English morphology,	visual a materia increas morph	ontext, some sids, reference als, and an sing knowledge of ology (root words, orefixes),	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as -ed, -ing, and some common prefixes),					
mornational text.	• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions.	question	and	determine the meaning of less- frequently occurring words and phrases, content-specific words, and some idiomatic expressions	meanir freque words	rmine the ng of less- ntly occurring and phrases and diomatic sions	determine the meaning of less- frequently occurring words, phrases, some idiomatic expressions					
				·	genera	rade 3) some I academic and t-specific Ilary	(at Grade 3) some general academic and content specific vocabulary					
	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.		in oral discourse, read- alouds, and written texts about familiar topics, experiences, or events.	in oral discourse, read- alouds, and written texts about a variety of topics, experiences, or events.		in oral presentations and written texts about a variety of topics, experiences, or events.					
	when enga	ging in or	e or more of th	e following content-spe	ecific pra	actices:	1					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.			solving them. SP8.			· ·	s and define problems. uate, and communicate					

when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:

Informational Text.

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

Literature

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

- L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content.
- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
- L.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.





Grade Three

ELPC 2-3.9	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can create clear and	with support (including context and visual aids), and using		oport (including ds and modeled es),	with support (including modeled sentences),	indepe	ncreasingly endent control,	with independent control,		
coherent grade appropriate speech and text.	non-verbal communication,					duce an national topic	• introduce an informational topic		
	• communicate simple information about an event or topic	communicate simple information about a topic		• present a few pieces of information about a topic	• prese topic	ent facts about the	present facts about the topic		
		• recounsequence	nt two events in ce	• recount a short sequence of events	words (before, after, soon) • use linking words (e.g., because, and, also) to connect ideas or events.		use temporal words to recount a coherent sequence of events,		
	 use a narrow range of vocabulary and syntactically simple sentences with limited control. 	occurring (e.g., and	equently og linking words d, then) with og control	 use common linking words (e.g., and, but, next, after) to connect ideas or events with developing control. 			 use linking words (e.g., because, and, also) to connect ideas and events provide a concluding 		
	control.			developing control.			statement about the topic		
	when enga	ging in or	ne or more of th	ne following content-spe	ecific pr	actices:			
development, organizat	coherent writing in which the tion, and style are appropriate.		MP1. Make sen solving them.				gument from evidence.		
task, purpose, and audio	ence.		MP3. Construct viable arguments and critique reasoning of others. SP8. Obtain, evaluate, and communinformation.			ate, and communicate			
V	when engaging in tasks a	ligned w	ith the followin	g Grade Three Louisian	a Studer	nt Standards for E	LA:		
W.2. Write informative	/explanatory texts in which	they intro	oduce a topic, use	facts and definitions to de	velop po	ints, and provide a c	concluding statement or		

- **W.2.** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **W.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
- **SL.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.





Grade Three

ELPC 2-3.10	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can make accurate use of standard English to communicate in grade	with support (including context and visual aids),		pport (including ds and modeled es),	with support (including modeled sentences),	eled				
appropriate speech and writing.	• understand and use a small number of frequently occurring nouns and verbs • recognize ar some frequent occurring colle nouns (e.g. gro		equently g collective	• use some collective nouns	• use c	ollective nouns	use collective and commonly occurring abstract nouns (e.g. childhood)		
		some fre	g verbs, es, adverbs, and	use the past tense of some frequently occurring irregular verbs	freque	he past tense of ntly occurring ar verbs	use the past tense of frequently occurring irregular verbs		
				use some frequently occurring adjectives, adverbs, and conjunctions			 use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs 		
	• respond to simple questions.	• produce simple sentences in response to prompts.		• produce and expand simple and some compound sentences	• produce and expand simple, compound, and (at Grade 3) a few complex sentences		• produce and expand simple, compound, and (at Grade 3) some complex sentences		
	when enga	ging in or	ne or more of th	e following content-spe					
	coherent writing in which t ion, and style are approprisence.	MP6. Attend to	precision.		SP8. Obtain, evaluinformation.	uate, and communicate			

when engaging in tasks aligned with the following Grade Three Louisiana Student Standards for ELA:

- **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.

EP6. Use English structures to communicate context-

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

specific messages.

- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- **L.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases for effect.





Grade Four ELA Standards Matrix

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

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

Legend for Domains

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





Grade Four

ELPC 4-5.1	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2	Level 3	Level 4	Level 5					
An EL can construct meaning	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:					
from oral presentations and literary and informational text through grade	• identify a few key words and phrases	identify the main topic retell a few key details	 determine the main idea or theme, and 	determine the main idea or theme, and	determine two or more main ideas or themes					
appropriate listening, reading, and viewing.			retell a few key detailsretell familiar stories	explain how some key details support the main idea or theme	• explain how key details support the main ideas or themes					
				• summarize part of a text	• summarize a text					
	from read-alouds, simple written texts, and oral	from read-alouds, simple written texts, and oral	from read-alouds, simple written texts, and oral	from read-alouds, written texts, and oral presentations	from read-alouds, written texts, and oral presentation					
	presentations	presentations	presentations.		,					
	when enga	ging in one or more of t	he following content-sp	ecific practices:						
EP1. Support analyses of texts with evidence.	of a range of grade-level cor	mplex MP1. Make se solving them.	nse of problems and persev	vere in SP1. Ask question	ns and define problems.					

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP1. Ask questions and define problems.
texts with evidence.	solving them.	
EP3. Construct valid arguments from evidence and		
critique the reasoning of others.		
EP4. Build and present knowledge from research by		
integrating, comparing, and synthesizing ideas from texts.		
EP5. Build upon the ideas of others and articulate his or		

when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:

Literature

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

her own ideas when working collaboratively.

- **RL.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **SL.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

- **RI.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.7.** Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.





Grade Four

• participate in short short conversa and discussion • participate in short exchanges • participate in short written exchanges • respond to o comments • add some comments of her own	conversations and discussions in participate in written exchanges others' build on the ideas others express his or her	others
and discussion • participate in short short written exchanges y listen to d to simple s and wh s her own	discussions • participate in written exchanges others' • build on the ideas others • express his or her own ideas	conversations and discussions
• participate in short short written exchanges y listen to d to simple s and wh s s hort written exchanges • respond to o comments • add some comments of her own	 participate in written exchanges others' build on the ideas others express his or her own ideas 	discussions
short written exchanges y listen to d to simple s and wh s her own	others' • build on the ideas others • express his or her own ideas	participate in extended written exchanges build on the ideas of others express his or her own ideas clearly
short written exchanges y listen to d to simple s and wh s her own	others' • build on the ideas others • express his or her own ideas	extended written exchanges • build on the ideas of others • express his or her own ideas clearly
exchanges y listen to or respond to or comments or add some comments of her own	others' • build on the ideas others • express his or her own ideas	exchanges • build on the ideas of others • express his or her own ideas clearly
vy listen to d to simple s and wh s • respond to o comments • add some comments of her own	others • express his or her own ideas	• build on the ideas of others • express his or her own ideas clearly
comments d to simple s and wh s comments comments of h her own	others • express his or her own ideas	others • express his or her own ideas clearly
comments d to simple s and wh s comments comments of h her own	others • express his or her own ideas	others • express his or her own ideas clearly
d to simple s and wh comments of her own	express his or her own ideas	express his or her own ideas clearly
comments of her own	his or own ideas	own ideas clearly
her own		·
	ask and answer	• nose and respond to
	 ask and answer 	 nose and respond to
		•
ask and answ	wer relevant questions	relevant questions
questions		
	add relevant	 add relevant and
	information and	detailed information
	evidence	using evidence
		summarize the key
		ideas expressed
miliar topics about familiar	r about a variety of	about a variety of
s. topics and text		topics and texts.
	·	niliar topics about familiar about a variety of

ı	EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP4. Analyze and interpret data.
	texts with evidence.	solving them.	SP6. Construct explanations and design
	EP5. Build upon the ideas of others and articulate his or	MP6. Attend to precision.	solutions.
	her own ideas when working collaboratively.		SP8. Obtain, evaluate, and communicate
ı			tf

- W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- SL.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.





Grade Four

ELPC 4-5.3	By the end of each	English la	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can speak and write about grade	• communicate simple information about familiar texts, topics, events, or	• delive present	r short oral ations	including a few details,	includ details	ing some	including details and examples to develop a topic,
appropriate	objects in the			deliver short oral	• deliv	er short oral	deliver oral
complex literary and informational texts	environment.			presentations	preser	ntations	presentations
and topics.		• compose written texts about familiar texts, topics, and experiences.		 compose written narratives or informational texts about familiar texts, topics, and 	compose written narratives or informational texts about a variety of texts, topics, and		• compose written narrative or informational texts about a variety of texts, topics, and
				experiences.	experiences.		experiences.
	when enga	ging in or	e or more of tl	ne following content-sp	ecific pr	actices:	
EP1. Support analyses of a range of grade-level complex texts with evidence. EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.		solutions.	planations and design uate, and communicate	

- W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Four

critique the reasoning of others.

specific messages.

ELPC 4-5.4	By the end of each	English la	nguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about a familiar topic.	claim abo topic • give a r	uct a simple out a familiar reason to the claim.	 construct a claim about familiar topics introduce the topic 	about a variety of topics about a variety of topics • introduce the topic • provide several reasons or facts to about a variety of topics • introduce the topic • provide logically ordered reasons or		topicsintroduce the topicprovide logically ordered reasons or
				• provide a few reasons or facts to support the claim.		rt the claim ride a concluding nent.	facts to support the claim • provide a concluding statement.
	when enga	ging in one	or more of th	e following content-sp	ecific pr	actices:	
development, organizat task, purpose, and audie	coherent writing in which t ion, and style are approprion ence. uments from evidence and	ate to	reasoning of otl	MP3. Construct viable arguments and critique easoning of others. MP6. Attend to precision. SP4. Analyze and interpret data. SP7. Engage in argument from eviden SP8. Obtain, evaluate, and communic information.			gument from evidence.

when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:

- W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.

EP5. Build upon the ideas of others and articulate his or

her own ideas when working collaboratively. **EP6.** Use English structures to communicate context-

- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when





Grade Four

ELPC 4-5.5	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can	• recall information from experience	• recall information from experience							recall information from experience
and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided sources	_	rom provided information from print and digital sou		• gather information from print and digital sources to answer a question		gather information from print and digital sources		
	• label some key information			information in	 record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources 		 summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources. 		
	when enga	ging in one	e or more of th	e following content-sp	ecific pr	actices:			
EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.			MP1. Make sen in solving them	se of problems and persev	vere	SP6. Construct ex solutions.	y out investigations. planations and design nate, and communicate		

- W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace





Grade Four

ELPC 4-5.6	By the end of each	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can	• identify a point an	• identify a reason an	• tell how one or	describe how	explain how an				
	author or speaker	author or speaker	two reasons support	reasons support the	author or speaker uses				
analyze and critique	makes.	gives to support a	the specific points	specific points an	reasons and				
the arguments of		main point	an author or	author or speaker	evidence to support or				
others orally and in			speaker makes or	makes or fails to make	fail to support				
writing.		 agree or disagree 	fails to make.		particular points				
		with the author or							
		speaker.			• (at grade 5) identify				
					which reasons and				
					evidence support				
					which points.				
	when enga	ging in one or more of t	ne following content-spe	ecific practices:					
P2. Produce clear and co	oherent writing in which th	e MP1. Make se	MP1. Make sense of problems and persevere SP1. Ask questions and define						
development, organizat	ion, and style are appropria	ate to in solving them	ı .						
task, purpose, and audie					SP6. Construct explanations and design				
	uments from evidence and		t viable arguments and criti	ique solutions.					
critique the reasoning of		reasoning of o	hers.						
	nowledge from research b			SP7. Engage in a	rgument from evidence.				
	and synthesizing ideas from			CDQ Obtain our	duate and communicate				
	as of others and articulate l	IIS OI		· ·	lluate, and communicate				
Tier own ideas when wo	r own ideas when working collaboratively. information.								

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- W.1b. Provide reasons that are supported by facts and details.
- **SL.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Four

ELPC 4-5.7	By the end of each	English la	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	recognize the meaning of some	with em control,		with developing control,	with in	creasing ease,	
adapt language	words learned				l .	. 1	1 .1
choices to purpose,	through		language	adapt language		ot language	adapt language
task, and audience when speaking and writing	conversations, reading, and being read to.		to different nd academic s	choices according to purpose, task, and audience	(includ	s and style les register) ling to purpose, nd audience	choices and style according to purpose, task, and audience
		learned convers reading, read to.	, and being	ords ords ords ords ords ords ords ords		a wider range of al academic and nt-specific words nrases in speech riting	use a wide variety of general academic and content-specific words and phrases in speech and writing
				ng content-specific pract	ices:		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.			MP6. Attend to	precision.		SP6. Construct exp solutions.	s and define problems. planations and design ate, and communicate
\	when engaging in tasks	aligned w	ith the followi	ng Grade Four Louisiana	Studen	t Standards for EL	A:

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Four

isual aids, visual	context, some	Level 3	Level 4	LavelE	
isual aids, visual				Level 5	
	l aids, reference	using context, visual aids, reference	using context, reference materials,	using context, reference materials,	
ledge of mater	erials, and	materials, and a	and an increasing	and knowledge of	
gy in his know	/ledge of	developing	knowledge of English	English morphology,	
ive morp	phology in his or	knowledge of	morphology,		
her na	ative language,	English morphology,			
of a few mean occurring frequerases, and words	termine the ning of some lently occurring ls, phrases, and essions	determine the meaning of frequently occurring words and phrases	determine the meaning of general academic and content-specific words, phrases	 determine the meaning of general academic and content-specific words and phrases 	
		determine the meanings of some idiomatic expressions	• determine the meaning of a growing number of idiomatic expressions	 determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) 	
read- id written aloud it familiar texts periences, topics	ds, and written about familiar s, experiences,	in texts about familiar topics, experiences, or events	in texts about a variety of topics, experiences, or events	in texts about a variety of topics, experiences, or events	
י טו	read- d written aloud t familiar texts eriences, topic or ev when engaging in	discourse, read- d written alouds, and written t familiar texts about familiar eriences, topics, experiences, or events. when engaging in one or more of the	read- discourse, read- alouds, and written t familiar eriences, or events. discourse, read- experiences, experiences, or events	read- d written t familiar eriences, or events. d written t tamiliar eriences, or events. familiar topics, experiences, experiences, or events when engaging in one or more of the following content-specific practices:	

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere	SP1. Ask questions and define problems.
texts with evidence.	in solving them.	SP8. Obtain, evaluate, and communicate
EP6. Use English structures to communicate context-		information.
specific messages.		

when engaging in tasks aligned with the following Grade Four Louisiana Student Standards for ELA:

Informational Text

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

Literature

- **RL.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





Grade Four

ELPC 4-5.9	By the end of each	By the end of each English language proficiency level, an EL can										
	Level 1	Level 2	Level 3	Level 4	Level 5							
An EL can create clear and coherent grade	with support (including context and visual aids), and using non-verbal	with support (including visual aids and modeled sentences),	with support (including modeled sentences), • introduce an informational topic	• introduce an informational topic	• introduce an							
appropriate speech and text.	communication,		informational topic	informational topic	informational topic							
	• communicate simple information about an event or topic	• communicate simple information about a topic	• present one or two facts about the topic	develop the topic with facts and details	develop the topic with facts and details							
		• recount a simple sequence of events in order	• recount a short sequence of events in order	 recount a more detailed sequence of events, with a beginning, middle, and end 	 recount a more detailed sequence of events, with a beginning, middle, and end 							
	• use a narrow range of vocabulary and syntactically simple sentences	 use frequently occurring linking words (e.g., and, then) 	• use an increasing range of temporal and other linking words (e.g., next, because, and, also)	• use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)	use a variety of linking words and phrases to connect ideas, information, or events							
			• provide a concluding statement	• provide a conclusion	provide a concluding statement or section.							
	with limited control.	with emerging control.	with developing control.	with increasingly independent control.								
	when enga	ging in one or more of th	ne following content-sp	ecific practices:								

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

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

MP3. Construct viable arguments and critique reasoning of others.

SP7. Engage in argument from evidence. **SP8.** Obtain, evaluate, and communicate information.

- W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.3c.** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Four

ELPC 4-5.10	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2	Level 3	Level 4	Level 5					
An EL can make accurate use of standard English to communicate in	with support (including context and visual aids),	with support (including visual aids and modeled sentences),	with support (including modeled sentences),							
grade appropriate speech and writing.	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs 	recognize and use some frequently occurring nouns, pronouns, verbs, prepositions,	• use some relative pronouns (e.g., who, whom, which, that),	• use relative pronouns (e.g., who, whom, which, that),	• use relative pronouns (e.g., who, whom, which, that),					
		adjectives, adverbs, and conjunctions	• use some relative adverbs (e.g., where, when, why),	• use relative adverbs (e.g., where, when, why),	use relative adverbs(e.g., where, when, why)use prepositional					
			• use some prepositional	 use prepositional phrases 	phrases					
			phrases	use subordinating conjunctions	 use subordinating conjunctions use the progressive and perfect verb tenses 					
	 understand and respond to simple questions. 	• produce simple sentences in response to prompts.	 produce and expand simple and compound 	• produce and expand simple, compound, and a few complex	• produce and expand simple, compound, and complex					
	•	ging in one or more of th	sentences.	sentences.	sentences.					

EP2. Produce clear and coherent writing in which the	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate
development, organization, and style are appropriate to		information.
task, purpose, and audience.		
EP6. Use English structures to communicate context-		
specific messages.		

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., $\it I$ was walking; $\it I$ am walking; $\it I$ will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).





Grade Five ELA Standards Matrix

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

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

Legend for Domains

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





Grade Five

ELPC 4-5.1	By the end of each	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can construct meaning	use a very limited set of strategies to:		emerging set egies to:	use a developing set of strategies to:		increasing of strategies to:	use a wide range of strategies to:		
from oral presentations and literary and informational text	• identify a few key words and phrases	topic	ify the main a few key	determine the main idea or theme, and		rmine the main r theme, and	• determine two or more main ideas or themes		
through grade appropriate listening, reading, and viewing				retell a few key detailsretell familiar stories	key de	ain how some etails support ain idea or	explain how key details support the main ideas or themes		
		• summarize part of a text		• summarize a text					
	from read-alouds, simple written texts, and oral presentations			from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations		from read-alouds, written texts, and oral presentation		
				ne following content-spe	ecific pr	actices:	1		
texts with evidence.	f a range of grade-level cor uments from evidence and	mplex		nse of problems and persev		1	s and define problems.		

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

when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:

Literature

critique the reasoning of others.

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

- **RL.1.,** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **SL.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

- **RI.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.7.** Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.





Grade Five

ELPC 4-5.2	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can participate in grade appropriate oral	participate in short conversations	• particip conversa	oate in short tions	participate in short conversations and discussions	1 -	cipate in rsations and sions	• participate in extended conversations and discussions		
and written exchanges of information, ideas, and analyses,	 participate in short written exchanges 	• particip written ex	oate in short xchanges	participate in short written exchanges	1 -	icipate in n exchanges	participate in extended written exchanges		
responding to peer, audience, or reader comments and questions.	actively listen to others respond to simple questions and some wh questions wh questions		• respond to others' comments • add some comments of his or		build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence about a variety of		 build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed about a variety of 		
	topics	and texts	•	topics and texts.	topics and texts.		topics and texts.		
	when enga	ging in one	or more of th	e following content-sp	ecific pr	actices:	1		
texts with evidence. EP5. Build upon the idea her own ideas when wo	f a range of grade-level cor as of others and articulate I rking collaboratively. when engaging in tasks	his or I	MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.			solutions. SP8. Obtain, evaluinformation.	planations and design		

when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:

W.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- **SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.





Grade Five

ELPC 4-5.3	By the end of each	English I	ish language proficiency level, an EL can					
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	communicate	• delive	r short oral	including a few	includ	ing some	including details and	
	simple information	present	ations	details,	details	5,	examples to develop a	
speak and write	about familiar texts,						topic,	
about grade	topics, events, or							
appropriate	objects in the			 deliver short oral 	• deliv	er short oral	 deliver oral 	
complex literary and	environment.			presentations	preser	ntations	presentations	
informational texts								
and topics.		• comp	ose written	 compose written 	 compose written 		 compose written 	
		texts ab	out familiar	narratives or	narratives or		narrative or	
		texts, to	ppics, and	informational texts	informational texts		informational texts	
		experie	nces.	about familiar texts,	about a variety of		about a variety of	
				topics, and	texts,	topics, and	texts, topics, and	
				experiences.	experi	ences.	experiences.	
	when enga	ging in or	e or more of th	ne following content-sp	ecific pr	actices:		
EP1. Support analyses of	f a range of grade-level cor	nplex	MP1. Make sen	se of problems and persev	ere in	SP6. Construct exp	olanations and design	
texts with evidence.			solving them.			solutions.		
	coherent writing in which t	he						
development, organization, and style are			MP6. Attend to precision.			SP8. Obtain, evaluate, and communicate		
appropriate to the task,	purpose, and audience.					information.		

- W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.
- SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Five

	the end of each English language proficiency level, an EL can						
Level 1	Level 2	Level 3	Level	4	Level 5		
• express an opinion	• construct a simple	construct a claim	• cons	truct a claim	construct a claim		
about a familiar	claim about a familiar	about familiar	about	a variety of	about a variety of		
topic.	topic	topics	topics		topics		
	 give a reason to 	• introduce the	• intro	duce the topic	introduce the topic		
	_	topic		•	·		
			• prov	ide several	provide logically		
			reasor	ns or facts to	ordered reasons or		
			suppo	rt the claim	facts to support the claim		
		• provide a few					
		reasons or facts to	• prov	ide a concluding	provide a concluding		
		support the claim.	staten	nent.	statement.		
when engag	ging in one or more of t	he following content-sp	ecific pr	actices:			
pherent writing in which th	ne MP3. Construc	t viable arguments and cri	tique	SP4. Analyze and i	nterpret data.		
, , , , , ,	te to reasoning of o	thers.					
nce.				SP7. Engage in arg	ument from evidence.		
	MP6. Attend to	precision.					
					SP8. Obtain, evaluate, and communicate		
	iis or			information.			
-							
es to communicate contex	it-						
o o i	when engage wherent writing in which the notation, and style are appropriate. ments from evidence and others. of others and articulate hing collaboratively.	when engaging in one or more of the claim about a familiar topic. when engaging in one or more of the claim. when engaging in one or more of the claim. Wherent writing in which the n, and style are appropriate to cee. ments from evidence and others. of others and articulate his or ing collaboratively. es to communicate context- o construct a simple claim about a familiar topic MP3. Construct a simple claim about a familiar topic MP4. Attend to reasoning of others and articulate his or ing collaboratively.	express an opinion about a familiar topic. egive a reason to support the claim. when engaging in one or more of the following content-sp therent writing in which the n, and style are appropriate to ce. ments from evidence and others. of others and articulate his or ing collaboratively. • construct a claim about familiar topic • provide a few reasons or facts to support the claim. WP3. Construct viable arguments and crit reasoning of others. MP6. Attend to precision.	express an opinion about a familiar topic. egive a reason to support the claim. eprovide a few reasons or facts to support the claim. when engaging in one or more of the following content-specific providers and style are appropriate to ce. ments from evidence and others. of others and articulate his or ing collaboratively. es to communicate context- egive a reason to support the claim. end of the following content-specific providers. MP6. Attend to precision.	express an opinion about a familiar topic. egive a reason to support the claim. eprovide a few reasons or facts to support the claim. when engaging in one or more of the following content-specific practices: wherent writing in which the n, and style are appropriate to ce. ments from evidence and others. of others and articulate his or ing collaboratively. es to communicate context- egive a reason to support the claim. e introduce the topic e introduce the topic e introduce the topic e provide a few reasons or facts to support the claim. e provide a concluding statement. e provide a concluding statement. expression. e provide a concluding statement. expression. e provide a concluding statement. expression. expression of the following content-specific practices: expression of facts to support the claim. eprovide a few of the following content-specific practices: expression of facts to support the claim. expression of facts to support the claim. expression of facts to support the		

- W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *Wildlife, conservation,* and *endangered* when discussing animal preservation).





Grade Five

ELPC 4-5.5	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2)	Level 3	Level	4	Level 5
An EL can	recall information from experience		information operience	• recall information from experience		Ill information experience	• recall information from experience
conduct research	·		•	·		•	·
and evaluate and	• gather	• gathe	er information	• gather	• gath	er information	• gather information
communicate	information from a	from pr	ovided	information from	from	orint and digital	from print and digital
findings to answer	few provided	sources	5	print and digital	source	es to answer a	sources
questions or solve problems.	sources			sources to answer a question	quest	ion	
	label some key information	• recor		identify key information in		ord information anized notes,	summarize key idease and information in
	Information	1111011116	ation	orderly notes.	_	harts, tables, or	detailed and orderly
				orderly notes.		graphics, as	notes, with graphics
					appro		as appropriate
					• prov	vide a list of	• provide a list of
					source		sources.
	when enga	iging in or	ne or more of t	ne following content-sp	ecific pr	actices:	
EP1. Support analyses of texts with evidence.	of a range of grade-level co	mplex	MP1. Make ser	nse of problems and persev	/ere	SP3. Plan and car	ry out investigations.
EP4. Build and present knowledge from research by						SP6. Construct explanations and design	
	, and synthesizing ideas fro				solutions.		
•	eas of others and articulate	his or					
her own ideas when we	•						uate, and communicate
•	ures to communicate conte	Xt-				information.	
specific messages.						1	

- W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Five

ELPC 4-5.6	By the end of each I	the end of each English language proficiency level, an EL can						
	Level 1	Level 2	Level 3	Level 4	Level 5			
An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	 identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	describe how reasons support the specific points an author or speaker makes or fails to make	explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.			
	when enga	ging in one or more of th	e following content-spe	ecific practices:				
development, organizat task, purpose, and audie		in solving them		SP6. Construct exp	SP1. Ask questions and define problems. SP6. Construct explanations and design			
EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or		reasoning of ot y n texts.	VP3. Construct viable arguments and critique easoning of others.		solutions. SP7. Engage in argument from evidence. SP8. Obtain, evaluate, and communicate			
her own ideas when wo	rking collaboratively.			information.				

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- W.1b. Provide reasons that are supported by facts and details.
- **SL.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Five

ELPC 4-5.7	By the end of each	English l	anguage prof	iciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	recognize the meaning of some words learned	with en control,		with developing control,	with in	creasing ease,	
adapt language		• 0400+	languaga	• adapt language	• = don	+ language	• adapt language
choices to purpose,	through		language	adapt language		ot language	adapt language
task, and audience when speaking and writing	conversations, reading, and being read to.		to different nd academic ts	choices according to purpose, task, and audience	(includ	s and style les register) ling to purpose, nd audience	choices and style according to purpose, task, and audience
		learned convers	, and being	• use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text	use a wider range of general academic and content-specific words and phrases in speech and writing		• use a wide variety of general academic and content-specific words and phrases in speech and writing
	when enga	ging in or	ne or more of t	ne following content-sp	ecific pra	actices:	
EP2. Produce clear and	coherent writing in which t	he	MP6. Attend to	precision.		SP1. Ask questions	and define problems.
	ion, and style are appropria		'			SP6. Construct explanations and design	
the task, purpose, and a	nudience.					solutions.	
	ires to communicate conte	xt-	SP8. Obtain, eva			SP8. Obtain, evalu	ate, and communicate
specific messages.						information.	
	when engaging in tasks	aligned w	vith the followi	ng Grade Five Louisiana	Studen	t Standards for FL	Δ:

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Five

ELPC 4-5.8	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	relying heavily on	using co	ontext, some	using context, visual	using	context,	using context,
	context, visual aids,	visual a	ids, reference	aids, reference	refere	nce materials,	reference materials,
determine the	and knowledge of	materia	als, and	materials, and a	and ar	n increasing	and knowledge of
meaning of words	morphology in his	knowle	dge of	developing	knowl	edge of English	English morphology,
and phrases in oral	or her native	morpho	ology in his or	knowledge of	morph	ology,	
presentations and	language,	her nati	ive language,	English morphology,			
literary and							
informational text	 recognize the 	• deter	rmine the	determine the	• dete	rmine the	 determine the
	meaning of a few	meanin	g of some	meaning of	meani	ng of general	meaning of general
	frequently occurring	frequer	ntly occurring	frequently occurring	acade	mic and	academic and
	words, phrases, and	words,	phrases, and	words and phrases	conter	nt-specific	content-specific words
	formulaic	express	sions		words	, phrases	and phrases
	expressions						
				determine the	• dete	rmine the	determine the
				meanings of some	meani	ng of a growing	meaning of figurative
				idiomatic	numbe	er of idiomatic	language (e.g.,
				expressions	expres	ssions	metaphors, similes,
							adages, and proverbs)
	in simple oral	in simp	le oral	in texts about	in text	s about a	
	discourse, read-	discour	se, read-	familiar topics,	variety	of topics,	in texts about a
	alouds, and written	alouds,	and written	experiences, or	experi	ences, or events	variety of topics,
	texts about familiar	texts ab	out familiar	events			experiences, or events
	topics, experiences,	topics,	experiences,				
	or events.	or even	ts.				
	when enga	ging in or	ne or more of th	e following content-spe	ecific pr	actices:	
EP1. Support analyses of	f a range of grade-level cor	nplex	MP1. Make sen	se of problems and persev	ere	SP1. Ask question	s and define problems.
texts with evidence.	, <u>-</u>	•	in solving them.			SP8. Obtain, evaluate, and communicate	
	res to communicate conte	xt-				information.	
specific messages.							

when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:

Informational Text

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

Literature

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

- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





Grade Five

	Level 1	Level 2	Lev	<u>ما</u> ع	Level	Λ	Level 5
An EL can	with support	with support		n support	Level	4	Level 5
All LE call	(including context	(including visua		luding modeled			
create clear and	and visual aids), and	and modeled		tences),			
coherent grade	using non-verbal	sentences),		troduce an	• intro	oduce an	introduce an
appropriate speech	communication,	sentences,		rmational topic		national topic	informational topic
and text.	communication,			mationartopic	11110111	iational topic	informational topic
	 communicate 	• communicate	e • pr	esent one or	• deve	elop the topic	 develop the topic
	simple information	simple informa	tion two	facts about the	with fa	acts and details	with facts and details
	about an event or	about a topic	topi	c			
	topic						
		• recount a sim	nple • re	count a short	• reco	unt a more	 recount a more
		sequence of ev	ents seq	uence of events	detaile	ed sequence of	detailed sequence of
		in order	in o	rder	events	s, with a	events, with a
					beginr	ning, middle,	beginning, middle,
					and er	nd	and end
	• use a narrow	• use frequent	tly • us	se an increasing	• use t	ransitional	• use a variety of
	range of vocabulary	occurring linki	ng rang	ge of temporal	words	and phrases to	linking words and
	and syntactically	words (e.g., an	d, and	other linking	conne	ct events, ideas,	phrases to connect
	simple sentences	then)	wor	ds (e.g., next,	and or	oinions (e.g.,	ideas, information, or
			bec	ause, and, also)	after a	while, for	events
					examp	ole, in order to,	
					as a re	esult)	
			• pr	ovide a	• prov	ride a conclusion	provide a concluding
			-	cluding			statement or section.
			stat	ement			
	with limited control.	with emerging	with	n developing	with ir	ncreasingly	
		control.		trol.		endent control.	
	when enga	ging in one or m	ore of the foll	owing content-sp	ecific pr	actices:	
	coherent writing in which			problems and perse	vere in		gument from evidence.
	tion, and style are appropr		g them.	o a raumonto a relició	tiana	information.	uate, and communicate
to task, purpose, and a	uuience.		construct viable ning of others.	e arguments and cri	uque	iiiioiiiatioii.	

- W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.3c.** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Five

ELPC 4-5.10	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	with support (including context	-	ng visual aids	with support (including modeled			
make accurate use of standard English to communicate in	and visual aids),	and mo		sentences),			
grade appropriate speech and writing.	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs 	some fr	nize and use equently ng nouns, ns, verbs, tions,	• use some relative pronouns (e.g., who, whom, which, that),	prono	relative uns (e.g., who, , which, that),	• use relative pronouns (e.g., who, whom, which, that),
		-	es, adverbs, ijunctions	• use some relative adverbs (e.g., where, when, why),		relative adverbs where, when,	use relative adverbs(e.g., where, when, why)use prepositional
				• use some prepositional phrases	• use phrase	orepositional es	phrases • use subordinating
				,		subordinating nctions	conjunctions • use the progressive and perfect verb tenses
	 understand and respond to simple questions. 	senten	ice simple ces in se to prompts.	produce and expand simple and compound	 produce and expand simple, compound, and a few complex 		 produce and expand simple, compound, and complex
				sentences.	senter		sentences.
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:	
	coherent writing in which t cion, and style are appropri		MP6. Attend to precision.			SP8. Obtain, evaluate, and communicate information.	

EP2. Produce clear and coherent writing	in which the	М
development, organization, and style are	appropriate to	
task, purpose, and audience.		
EP6. Use English structures to communic	ate context-	

when engaging in tasks aligned with the following Grade Five Louisiana Student Standards for ELA:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (Who, Whose, Whom, Which, that) and relative adverbs (Where, When, Why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.

specific messages.

- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., to, too, two; there, their).
- L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).





Grade Six ELA Standards Matrix

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

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

Legend for Domains

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





Grade Six

ELPC 6-8.1	By the end of each	English la	anguage prof	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can construct meaning	use a very limited set of strategies to:		emerging set egies to:	use a developing set of strategies to:		increasing of strategies to:	use a wide range of strategies to:
from oral presentations and literary and informational text	• identify a few key words and phrases	topic	fy the main a few key	determine the main idea or theme, and	5.555	rmine the main r theme, and	determine two or more main ideas or themes
through grade appropriate listening, reading, and viewing				retell a few key detailsretell familiar stories	key de	ain how some tails support ain idea or	explain how key details support the main ideas or themes
					• sum text	marize part of a	• summarize a text
	from read-alouds, simple written texts, and oral presentations		-	from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations		from read-alouds, written texts, and oral presentation
	when enga	ging in or	e or more of tl	ne following content-spo	ecific pr	actices:	
EP1. Support analyses of	P1. Support analyses of a range of grade-level complex MP1. Make sense of problems and persevere in SP1. Ask questions and define problems.						s and define problems.

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP1. Ask questions and define problems.
texts with evidence.	solving them.	
EP3. Construct valid arguments from evidence and		
critique the reasoning of others.		
EP4. Build and present knowledge from research by		
integrating, comparing, and synthesizing ideas from texts.		
EP5. Build upon the ideas of others and articulate his or		
her own ideas when working collaboratively.		

when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:

Literature

- **RL.1.**, Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **SL.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

- **RI.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.7.** Interpret information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.





information.

Grade Six

	114	1	112	1	115
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can	 participate in 	participate in sho		participate in	participate in
	short conversations	conversations	short conversations	conversations and	extended
participate in grade			and discussions	discussions	conversations and
appropriate oral					discussions
and written	 participate in 	• participate in sho	rt • participate in	 participate in 	 participate in
exchanges of	short written	written exchanges	short written	written exchanges	extended written
information, ideas,	exchanges		exchanges		exchanges
and analyses,					
responding to peer,	 actively listen to 	actively listen to	 respond to others' 	• build on the ideas of	• build on the ideas o
audience, or reader	others	others	comments	others	others
comments and	• respond to simple	• respond to simple	• add some	• express his or her	• express his or her
questions.	questions and some	questions and wh	comments of his or	own ideas	own ideas clearly
4	wh questions	questions	her own		,
	1,2222	1		ask and answer	 pose and respond to
			ask and answer	relevant questions	relevant questions
			questions	1	
			4	add relevant	add relevant and
				information and	detailed information
				evidence	using evidence
					4.5
					summarize the key
					ideas expressed
					racas expressea
	about familiar	about familiar topic	about familiar	about a variety of	about a variety of
	topics	and texts.	topics and texts.	topics and texts.	topics and texts.
	topics	una texts.	topics und texts.	topics and texts.	topics and texts.
	when enga	ging in one or more o	of the following content-sp	ecific practices:	
EP1. Support analyses o	f a range of grade-level cor	mplex MP1. Make	sense of problems and perse	vere in SP4. Analyze and	interpret data.
texts with evidence.		solving ther	· · · · · · · · · · · · · · · · · · ·	· ·	planations and design

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP4. Analyze and interpret data.
texts with evidence.	solving them.	SP6. Construct explanations and design
EP5. Build upon the ideas of others and articulate his or	MP6. Attend to precision.	solutions.
her own ideas when working collaboratively.		SP8. Obtain, evaluate, and communicate

- **W.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.





Grade Six

ELPC 6-8.3	By the end of each	English l	anguage prof	iciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can speak and write about grade	• communicate simple information about familiar texts, topics, events, or	• delive present	er short oral ations	including a few details,	includ details	ing some s,	including details and examples to develop a topic,
appropriate complex literary and informational texts	objects in the environment.			deliver short oral presentations	preser	ver short oral ntations	 deliver oral presentations
and topics.		texts ab	ose written pout familiar ppics, and nces.	 compose written narratives or informational texts about familiar texts, topics, and experiences. 	narrat inform about texts,	pose written vives or national texts a variety of topics, and ences.	 compose written narrative or informational texts about a variety of texts, topics, and experiences.
	when enga	ging in or	e or more of t	ne following content-sp	ecific pr	actices:	<u>.</u>
texts with evidence. EP2. Produce clear and c	f a range of grade-level cor coherent writing in which t ion, and style are appropria d audience.	he	MP1. Make ser solving them. MP6. Attend to	nse of problems and persevolution	ere in	solutions.	planations and design uate, and communicate

- W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.
- W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Six

ELPC 6-8.4	By the end of each	English language profi	ciency level, an EL ca	n		
	Level 1	Level 2	Level 3	Level	4	Level 5
An EL can construct grade	• express an opinion about a familiar topic.	construct a simple claim about a familiar topic	• construct a claim about familiar topics		truct a claim a variety of	construct a claim about a variety of topics
appropriate oral and written claims and support them		• give a reason to support the claim.	• introduce the topic	• intro	oduce the topic	introduce the topic
with reasoning and evidence.				reasor	vide several ns or facts to rt the claim	provide logically ordered reasons or facts to support the claim
			• provide a few reasons or facts to support the claim.	• prov	ride a concluding nent.	• provide a concluding statement.
	when enga	ging in one or more of th	ne following content-sp	ecific pr	actices:	
development, organizat task, purpose, and audio EP3. Construct valid arg critique the reasoning o	uments from evidence and	reasoning of ot MP6. Attend to		tique		interpret data. gument from evidence. uate, and communicate
her own ideas when wo		IIIS OI				

when engaging in tasks aligned with the following Grade Six Louisiana Student Standards for ELA:

- W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.

EP6. Use English structures to communicate context-

specific messages.

- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.
- e. Provide a concluding statement or section that follows from the argument presented.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wi/d/ife, conservation, and endangered when discussing animal preservation).





Grade Six

ELPC 6-8.5	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can	• recall information from experience	recall information from experience		• recall information from experience	recall information from experience		recall information from experience		
conduct research and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided sources	• gather information from provided sources		from provided		• gather information from print and digital sources to answer a question	• gath from p	er information orint and digital es to answer a	• gather information from print and digital sources
	• label some key information	• recordinforma		• identify key information in orderly notes.	in orga with cl other a approp		• summarize key ideas and information in detailed and orderly notes, with graphics as appropriate		
					source	ride a list of	 provide a list of sources. 		
	when enga	ging in or	ne or more of th	e following content-spe			1		
texts with evidence. EP4. Build and present lintegrating, comparing, EP5. Build upon the ide her own ideas when wo	of a range of grade-level con knowledge from research b and synthesizing ideas from as of others and articulate I	mplex y n texts. nis or	l .	se of problems and persev		SP3. Plan and carr SP6. Construct exp solutions.	y out investigations. planations and design ate, and communicate		
	when engaging in tasks	aligned v	vith the followi	ng Grade Six Louisiana	Student	t Standards for FL	Δ·		

- W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace





Grade Six

ELPC 6-8.6	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	author of gives to main po	or disagree e author or	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	reasor specif autho	cribe how ns support the ic points an r or speaker s or fails to make	explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
	when enga	ging in on	ne or more of th	e following content-spe	ecific pr	actices:	
development, organizat task, purpose, and audie EP3. Construct valid argi	uments from evidence and	ate to	in solving them. MP3. Construct	viable arguments and criti			s and define problems. Dlanations and design
integrating, comparing,	nowledge from research b and synthesizing ideas fron as of others and articulate I	n texts.	reasoning of otl	ners.			rument from evidence. uate, and communicate

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- W.1b. Provide reasons that are supported by facts and details.
- **SL.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Six

ELPC 6-8.7	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	• recognize the meaning of some	with em		with developing control,	with in	creasing ease,	
adapt language	words learned		_			_	
choices to purpose,	through		language	 adapt language 		ot language	 adapt language
task, and audience	conversations,		to different	choices according to		s and style	choices and style
when speaking and	reading, and being	social a	nd academic	purpose, task, and	,	les register)	according to purpose,
writing	read to.	content	:S	audience		ling to purpose, nd audience	task, and audience
					• use a	a wider range of	• use a wide variety of
			ome words through	 use an increasing number of general 	_	al academic and nt-specific words	general academic and content-specific words
		convers	Ū	academic and		hrases in speech	and phrases in speech
			, and being	content specific	and w	•	and writing
		read to		words, phrases, and		8	
				expressions in			
				conversation,			
				discussions, and			
				short written text			
	when enga	ging in or	ne or more of t	ne following content-sp	ecific pra	actices:	1
EP2. Produce clear and	coherent writing in which t	he	MP6. Attend to	precision.		SP1. Ask questions	s and define problems.
	tion, and style are appropri			•		· ·	planations and design
the task, purpose, and a	audience.					solutions.	
	ires to communicate conte	xt-					ate, and communicate
specific messages.				ing Grade Six Louisiana Stu		information.	

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion); use formal English when appropriate to task and situation.
- L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Six

By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5		
An EL can determine the	relying heavily on context, visual aids, and knowledge of	using context, some visual aids, reference materials, and	using context, visual aids, reference materials, and a	using context, reference materials, and an increasing	using context, reference materials, and knowledge of		
meaning of words	morphology in his	knowledge of	developing	knowledge of English	English morphology,		
and phrases in oral	or her native	morphology in his or	knowledge of	morphology,			
presentations and literary and	language,	her native language,	English morphology,				
informational text	 recognize the 	determine the	determine the	 determine the 	 determine the 		
	meaning of a few	meaning of some	meaning of	meaning of general	meaning of general		
	frequently occurring	frequently occurring	frequently occurring	academic and	academic and		
	words, phrases, and	words, phrases, and	words and phrases	content-specific	content-specific words		
	formulaic expressions	expressions		words, phrases	and phrases		
			 determine the 	 determine the 	 determine the 		
			meanings of some idiomatic	meaning of a growing number of idiomatic	meaning of figurative language (e.g.,		
			expressions	expressions	metaphors, similes,		
					adages, and proverbs)		
	in simple oral	in simple oral	in texts about	in texts about a			
	discourse, read-	discourse, read-	familiar topics,	variety of topics,	in texts about a		
	alouds, and written	alouds, and written	experiences, or	experiences, or events	variety of topics,		
	texts about familiar	texts about familiar	events		experiences, or events		
	topics, experiences,	topics, experiences,					
	or events.	or events.					
	when enga	ging in one or more of th	e following content-spe	ecific practices:			

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere	SP1. Ask questions and define proble
texts with evidence.	in solving them.	SP8. Obtain, evaluate, and communic
EP6. Use English structures to communicate context-		information.
specific messages.		

ems. icate

when engaging in tasks aligned with the following Grade Six Louisiana Student Standard for ELA:

Informational Text

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

- RL.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- L.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





Grade Six

ELPC 6-8.9	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can create clear and	with support (including context and visual aids), and	with sup (including and mod	ng visual aids	with support (including modeled sentences),			
coherent grade appropriate speech and text.	using non-verbal communication,	sentence	es),	• introduce an informational topic		oduce an national topic	• introduce an informational topic
	 communicate simple information about an event or topic 	• common simple in about a	nformation	 present one or two facts about the topic 		elop the topic acts and details	develop the topic with facts and details
			nt a simple se of events	• recount a short sequence of events in order	detaile events	unt a more ed sequence of s, with a ning, middle, nd	• recount a more detailed sequence of events, with a beginning, middle, and end
	• use a narrow range of vocabulary and syntactically simple sentences	occurrin	equently g linking e.g., and,	• use an increasing range of temporal and other linking words (e.g., next, because, and, also)	words conne and op after a	transitional and phrases to ct events, ideas, pinions (e.g., a while, for ple, in order to, esult)	• use a variety of linking words and phrases to connect ideas, information, or events
				 provide a concluding statement 	• prov	ride a conclusion	provide a concluding statement or section.
	with limited control.	with em	erging	with developing control.		ncreasingly endent control.	
	when enga	ging in on	e or more of tl	he following content-sp			•
	coherent writing in which tion, and style are approprudience.		MP1. Make ser solving them.	nse of problems and persev	vere in		gument from evidence.
	when engaging in tasks		reasoning of ot			information.	

- **W.1c.** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.3c.** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- SL.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.





Grade Six

evel 1 vith support ncluding context nd visual aids), recognize and use small number of requently occurring	Level 2 with support (including visual aids and modeled sentences), • recognize and use some frequently	Level 3 with support (including modeled sentences), • use some relative pronouns (e.g.,	Level 4 • use relative	Level 5 • use relative
ncluding context nd visual aids), recognize and use small number of requently occurring	(including visual aids and modeled sentences), • recognize and use some frequently	(including modeled sentences), • use some relative		• use relative
small number of requently occurring	some frequently			• use relative
ouns, noun hrases, and verbs	occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions	who, whom, which, that), • use some relative adverbs (e.g.,	pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when,	pronouns (e.g., who, whom, which, that), • use relative adverbs (e.g., where, when,
		where, when, why),use some prepositional phrases	why),use prepositional phrasesuse subordinating conjunctions	why) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses
understand and espond to simple uestions.	• produce simple sentences in response to prompts.	• produce and expand simple and compound sentences.	• produce and expand simple, compound, and a few complex sentences.	 produce and expand simple, compound, and complex sentences.
ues	inderstand and pond to simple estions.	adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	adjectives, adverbs, and conjunctions • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • produce simple sentences in response to prompts. • produce and expand simple and compound sentences.	adjectives, adverbs, and conjunctions • use some relative adverbs (e.g., where, when, why), • use some prepositional phrases • use prepositional phrases • use subordinating conjunctions • produce and expand simple and compound • produce and expand simple, compound, and a few complex

EP2. Produce clear and coherent writing in which the	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate
development, organization, and style are appropriate to		information.
task, purpose, and audience.		
EP6. Use English structures to communicate context-		
specific messages.		

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., $\it I$ was walking; $\it I$ am walking; $\it I$ will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- e. Form and use prepositional phrases.
- L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.





Grade 6 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

RH Reading in History/Social Studies

RST Reading in Science and Technical Subjects

L Language

L Language

WST Writing in History/Social Studies, Science and Technical Subjects





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

ELPC 6-8.1	By the end of each	English l	anguage prof	iciency level, an EL cai	n		
	Level 1	Level 2	2	Level 3	Level	4	Level 5
An EL can construct meaning	use a very limited set of strategies to:		emerging set egies to:	use a developing set of strategies to:		increasing of strategies to:	use a wide range of strategies to:
from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing	• identify a few key words and phrases	topic	main idea or theme, and • retell a few key details • retell familiar		 determine the main idea or theme, and explain how some key details support the main idea or theme 		 determine two or more main ideas or themes explain how key details support the main ideas or themes
					• sum text	marize part of a	• summarize a text
	from read-alouds, simple written texts, and oral presentations	from read-alouds, simple written texts and oral presentations		from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations		from read-alouds, written texts, and oral presentation
	when enga	•		he following content-sp	ecific pr	actices:	
texts with evidence.	of a range of grade-level con numents from evidence and		MP1. Make ser solving them.	sense of problems and persevere in n. SP1. Ask questions and define problems.			s and define problems.

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

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

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

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

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

RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

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

Science/Technical Subjects

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

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

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

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





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

ELPC 6-8.2	By the end of each	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5				
An EL can	participate in	• partic	ipate in short	participate in	•parti	cipate in	•participate in				
	short conversations	convers	ations	short conversations	conve	rsations and	extended				
participate in grade				and discussions	discus	sions	conversations and				
appropriate oral							discussions				
and written	 participate in 	• partic	ipate in short	 participate in 	• part	icipate in	 participate in 				
exchanges of	short written	written	exchanges	short written	writte	n exchanges	extended written				
nformation, ideas,	exchanges			exchanges			exchanges				
and analyses,											
responding to peer,	 actively listen to 		ly listen to	 respond to others' 	• build	d on the ideas of	 build on the ideas o 				
audience, or reader	others	others		comments	others	5	others				
comments and	 respond to simple 		nd to simple	 add some 	• expr	ess his or her	 express his or her 				
questions.	questions and some	questio	ns and wh	comments of his or	own ic	deas	own ideas clearly				
	wh questions	questio	ns	her own							
						and answer	 pose and respond to 				
				 ask and answer 	releva	nt questions	relevant questions				
				questions							
					• add	relevant	 add relevant and 				
					inform	nation and	detailed information				
					evider	nce	using evidence				
							summarize the key				
							ideas expressed				
	about familiar	about f	amiliar topics	about familiar	about	a variety of	about a variety of				
	topics	and tex	ts.	topics and texts.	topics	and texts.	topics and texts.				
	when enga	l ging in or	ne or more of th	 ne following content-sp	l ecific pr	actices:					
EP1. Support analyses o	f a range of grade-level cor	nplex	MP1. Make ser	ise of problems and persev	vere in	SP4. Analyze and	interpret data.				
texts with evidence.		•	solving them.				planations and design				
•	as of others and articulate I	nis or	MP6. Attend to precision.			solutions.					
her own ideas when wo	rking collaboratively.					SP8. Obtain, evaluate, and communicate					
				wing Grade 6 Literacy in		information.					

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

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- **SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.3	By the end of each	English I	anguage prof	iciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can speak and write about grade	• communicate simple information about familiar texts, topics, events, or	• deliver short oral presentations		including a few details,	includ details	ing some s,	including details and examples to develop a topic,
appropriate complex literary and informational texts	objects in the environment.			• deliver short oral presentations		ver short oral ntations	• deliver oral presentations
and topics.		• compose written texts about familiar		• compose written narratives or	narrat	pose written ives or	• compose written narrative or
		experie	opics, and nces.	informational texts about familiar texts, topics, and experiences.	informational texts about a variety of texts, topics, and experiences.		informational texts about a variety of texts, topics, and experiences.
	when enga	ging in or	ne or more of t	he following content-sp			ехрепенеез.
texts with evidence.	f a range of grade-level con coherent writing in which t on, and style are	MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.			SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information.		
	when engaging in tasl	ks aligned	with the follo	wing Grade 6 Literacy in	Conten	t Area Standard	s:

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

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- SL.4* Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.4	By the end of each I	English la	nguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	express an opinion	• constru	uct a simple	construct a claim	• cons	truct a claim	construct a claim
	about a familiar	claim abo	out a familiar	about familiar	about	a variety of	about a variety of
construct grade	topic.	topic		topics	topics		topics
appropriate oral							
and written claims		• give a reason to		 introduce the 	• intro	duce the topic	 introduce the topic
and support them		support t	the claim.	topic			
with reasoning and					• prov	ide several	 provide logically
evidence.					reason	s or facts to	ordered reasons or
					suppor	rt the claim	facts to support the
							claim
				 provide a few 			
				reasons or facts to	• prov	ide a concluding	provide a concluding
				support the claim.	statem	=	statement.
	when enga	ging in one	or more of th	e following content-sp	ecific pra	actices:	
FP2 Produce clear and o	coherent writing in which t	he	MP3 Construct	viable arguments and crit	inue	SP4. Analyze and i	nternret data
	ion, and style are appropria		reasoning of oth	•	ique	31 4.7 maryze ana i	nterpret data.
task, purpose, and audie			8			SP7. Engage in arg	ument from evidence.
1 '' '	uments from evidence and		MP6. Attend to	precision.			
critique the reasoning of				•		SP8. Obtain, evalu	ate, and communicate
EP5. Build upon the idea	s of others and articulate h	nis or			information.		
her own ideas when wor	rking collaboratively.						
•	res to communicate contex	kt-					
specific messages.				ving Grado 6 Litoracy in			

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

WHST.1 Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- **SL.4*** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

By the end of each English language proficiency level, an EL can									
Level 1	Level 2		Level 3	Level	4	Level 5			
recall information	• recall	information	recall information	• reca	ll information	recall information			
from experience	from ex	perience	from experience	from experience		from experience			
• gather	 gather information 		• gather	• gath	er information	 gather information 			
information from a	from provided		information from	from p	rint and digital	from print and digital			
few provided	sources	;	print and digital	source	es to answer a	sources			
sources			sources to answer a question	questi	on				
		nation information in orderly notes.		 record information in organized notes, with charts, tables, or other graphics, as appropriate 		• summarize key ideas and information in detailed and orderly notes, with graphics as appropriate			
				• prov	ride a list of	• provide a list of			
				sources		sources.			
when enga	ging in or	ne or more of th	e following content-spe	ecific pra	actices:				
a range of grade-level con	nplex		MP1. Make sense of problems and persevere in solving them.			SP3. Plan and carry out investigations.			
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or						SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information			
king collaboratively.									
res to communicate contex	rt-								
	Level 1 • recall information from experience • gather information from a few provided sources • label some key information when engagera range of grade-level commowledge from research beand synthesizing ideas from sof others and articulate his king collaboratively.	Level 1 • recall information from experience • gather information from a few provided sources • label some key information when engaging in or a range of grade-level complex mowledge from research by and synthesizing ideas from texts. s of others and articulate his or	Level 1 • recall information from experience • gather information from a few provided sources • label some key information when engaging in one or more of the a range of grade-level complex in solving them. when engaging in one or more of the insolving them.	Level 1 • recall information from experience • gather information from provided sources • label some key information information • record some information information • identify key information in orderly notes. MP1. Make sense of problems and persevin solving them. • record some information • identify key information in orderly notes.	Level 1 • recall information from experience • gather information from a few provided sources • label some key information information • record some information information • identify key information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • record some information in orderly notes. • provided • provided • record some information print and digital sources to answer a question • record some information in orderly notes.	Level 1 Level 2 Level 3 Level 4 • recall information from experience • gather information information from provided sources • gather information from print and digital sources to answer a question • gather information from print and digital sources to answer a question • label some key information information • record some information in orderly notes. • record information in organized notes, with charts, tables, or other graphics, as appropriate • provide a list of sources when engaging in one or more of the following content-specific practices: a range of grade-level complex in solving them. MP1. Make sense of problems and persevere in solving them. SP3. Plan and carr solutions. so of others and articulate his or king collaboratively. so of others and articulate his or king collaboratively. SP8. Obtain, evaluation information.			

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

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis reflection, and research.

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

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





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

ELPC 6-8.6	By the end of each	English l	anguage profi	ciency level, an EL ca	n			
	Level 1	Level 2	2	Level 3	Level	4	Level 5	
An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	author gives to main po	e or disagree e author or	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	reaso specif	cribe how ns support the fic points an or or speaker s or fails to make	 explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points. 	
	when enga	ging in or	ne or more of th	ne following content-spo	ecific pr	actices:		
	oherent writing in which th ion, and style are appropria ence.		MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique			SP1. Ask questions and define problems. SP6. Construct explanations and design solutions.		
EP3. Construct valid arguments from evidence and critique the reasoning of others.		reasoning of others.			SP7. Engage in argument from evidence.			
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.					SP8. Obtain, evaluinformation.	ate, and communicate		
EP5. Build upon the idea her own ideas when wo	as of others and articulate l	nis or						

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

History/Social Studies

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

Science/Technical Subjects

[RST.8] Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- SL.3* Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

By the end of each English language proficiency level, an EL can								
Level 1	Level 2		Level 3	Level	4	Level 5		
recognize the meaning of some words learned	with emerging control,		with developing control,	with in	creasing ease,			
through	adapt language		adapt language	• adap	ot language	adapt language		
conversations,	choices	to different	choices according to	choice	s and style	choices and style		
reading, and being read to.	social and academic contents		purpose, task, and audience	accord	ling to purpose,	according to purpose, task, and audience		
	• use some words learned through conversations, reading, and being read to.		• use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text	genera conter and pl	al academic and nt-specific words nrases in speech	• use a wide variety of general academic and content-specific words and phrases in speech and writing		
when enga	ging in or	ne or more of t	he following content-sp	ecific pra	actices:			
oherent writing in which t on, and style are appropri udience.	MP6. Attend to precision.			SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate				
	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. when engage other through in which ton, and style are appropriation.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • use so learned convers reading read to. when engaging in or otherent writing in which the on, and style are appropriate to	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • use some words learned through conversations, reading, and being read to. • use some words learned through conversations, reading, and being read to. when engaging in one or more of to otherent writing in which the on, and style are appropriate to udience. MP6. Attend to otherent writing in which the onderent writing in which the outlier to udience.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • use some words learned through conversations, reading, and being read to. • use some words learned through conversations, reading, and being read to. • use some words learned through conversations, reading, and being read to. • use some words learned through conversations, reading, and being read to. • use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text when engaging in one or more of the following content-specific words, and style are appropriate to addience. MP6. Attend to precision.	recognize the meaning of some words learned through conversations, reading, and being read to. use some words learned through contents use some words learned through contents use some words learned through conversations, reading, and being read to. use some words learned through conversations, reading, and being read to. when engaging in one or more of the following content-specific practical and style are appropriate to idience. with developing control, with in developing control, with developing control, adapt language choices according to purpose, task, and audience use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text when engaging in one or more of the following content-specific practical and style are appropriate to idience.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being conversations, reading and being conversation, and style contents are when engaging in one or more of the following content-specific practices: Level 3		

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- SL.6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.8	By the end of each	English l	anguage profi	ciency level, an EL car	١			
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can determine the meaning of words and phrases in oral presentations and literary and	relying heavily on context, visual aids, and knowledge of morphology in his or her native language,	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language,		using context, visual aids, reference materials, and a developing knowledge of English morphology,	refere and ar knowle	context, nce materials, n increasing edge of English nology,	using context, reference materials, and knowledge of English morphology,	
informational text	 recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	meanin frequer	rmine the g of some ntly occurring phrases, and ions	determine the meaning of frequently occurring words and phrases	meani acadei conter	ermine the ng of general mic and nt-specific , phrases	determine the meaning of general academic and content-specific words and phrases	
		meai idion		determine the meanings of some idiomatic expressions	determine the meaning of a growing number of idiomatic expressions		determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)	
	in simple oral discourse, readalouds, and written texts about familiar topics, experiences, or events.	alouds, texts ab	se, read- and written bout familiar experiences,	in texts about familiar topics, experiences, or events	in texts about a variety of topics, experiences, or events		in texts about a variety of topics, experiences, or events	
	when enga	ging in or	ne or more of th	e following content-spe	ecific pra	actices:	ı	
texts with evidence.	f a range of grade-level cor	xt-	MP1. Make sense of problems and persevere in solving them.			SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.		

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

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.

- **L.4*** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

By the end of each English language proficiency level, an EL can									
Level 1	Level 2	Level 3	Level 4	Level 5					
with support (including context and visual aids), and	with support (including visual aids and modeled	with support (including modeled sentences),							
using non-verbal communication,	sentences),	• introduce an informational topic	• introduce an informational topic	• introduce an informational topic					
simple information about an event or		 present one or two facts about the topic 	develop the topic with facts and details	develop the topic with facts and details					
·	• recount a simple sequence of events in order	• recount a short sequence of events in order	• recount a more detailed sequence of events, with a beginning, middle, and end	 recount a more detailed sequence of events, with a beginning, middle, and end 					
• use a narrow range of vocabulary and syntactically simple sentences	• use frequently occurring linking words (e.g., and, then)	• use an increasing range of temporal and other linking words (e.g., next, because, and, also)	• use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result)	• use a variety of linking words and phrases to connect ideas, information, or events					
		• provide a concluding statement	• provide a conclusion	provide a concluding statement or section.					
		with developing control.	with increasingly independent control.						
when enga	ging in one or more of	the following content-sp	ecific practices:						
	iate solving them.	uct viable arguments and crit	SP8. Obtain, eva	argument from evidence. Aluate, and communicate					
j	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control. when enga coherent writing in which ion, and style are appropri	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., and, then) with emerging control. when engaging in one or more of coherent writing in which the ion, and style are appropriate MP1. Make so solving them.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount a simple sequence of events in order • use a narrow range of vocabulary and syntactically simple sentences • use frequently occurring linking words (e.g., and, then) • use an increasing range of temporal and other linking words (e.g., next, because, and, also) • provide a concluding statement with limited control. with emerging control. when engaging in one or more of the following content-sp coherent writing in which the ion, and style are appropriate with support (including visual aids sentences), • introduce an information or two facts about the topic • precount a short sequence of events in order • provide a concluding statement with developing control. WP1. Make sense of problems and persection, and style are appropriate	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • recount a simple sequence of events in order • use a narrow range of vocabulary and syntactically simple sentences • use frequently courring linking words (e.g., and, then) • previde a concluding words (e.g., next, because, and, also) • provide a concluding statement with limited control. when engaging in one or more of the following content-specific practices: with support (including visual aids and modeled sentences), • introduce an informational topic • present one or two facts about the topic • recount a short sequence of events in order • use an increasing range of temporal and other linking words (e.g., next, because, and, also) • provide a concluding statement with developing control. when engaging in one or more of the following content-specific practices: MP1. Make sense of problems and persevere in solving them. SP7. Engage in a SP8. Obtain, eva					

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

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

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





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

ELPC 6-8.10	By the end of each	English l	anguage profi	ciency level, an EL ca	n			
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	with support	with su	pport	with support				
	(including context	(includi	ng visual aids	(including modeled				
make accurate use	and visual aids),	and mo	deled	sentences),				
of standard English		sentend	ces),					
to communicate in								
grade appropriate	 recognize and use 	• recog	nize and use	 use some relative 	• use i	relative	 use relative 	
speech and writing.	a small number of	some fr	equently	pronouns (e.g.,	prono	uns (e.g., who,	pronouns (e.g., who,	
	frequently occurring	occurri	ng nouns,	who, whom, which,	whom	, which, that),	whom, which, that),	
	nouns, noun	pronou	ns, verbs,	that),				
	phrases, and verbs	preposi	tions,					
		adjectiv	es, adverbs,	 use some relative 	• use i	relative adverbs	 use relative adverbs 	
		and cor	junctions	adverbs (e.g.,	(e.g., v	where, when,	(e.g., where, when,	
				where, when, why),	why),		why)	
							 use prepositional 	
				• use some	• use	orepositional	phrases	
				prepositional	phrase	es		
				phrases			 use subordinating 	
					• use s	subordinating	conjunctions	
					conjur	nctions	 use the progressive 	
							and perfect verb	
							tenses	
	 understand and 	• produ	ice simple	 produce and 		luce and expand	 produce and expand 	
	respond to simple	sentend	ces in	expand simple and		e, compound,	simple, compound,	
	questions.	respons	se to prompts.	compound	and a	few complex	and complex	
				sentences.	senter	nces.	sentences.	
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:		
EP2. Produce clear and	coherent writing in which t	he	MP6. Attend to	precision.		SP8. Obtain, evaluate, and communicate		
	tion, and style are appropria	ate to	·			information.		
task, purpose, and audi								
~	ires to communicate conte	xt-						
specific messages.				uing Grada & Litaraguir				

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

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- $\ d. \ Recognize \ and \ correct \ vague \ pronouns \ (i.e., \ ones \ with \ unclear \ or \ ambiguous \ antecedents).$
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.
- * Strongly applies to literacy in history/social studies and science/technical subjects





Grade Seven ELA Standards Matrix

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

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

Legend for Domains

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





Grade Seven

ELPC 6-8.1	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can construct meaning	use a very limited set of strategies to:		emerging set egies to:	use a developing set of strategies to:		n increasing of strategies	use a wide range of strategies to:	
from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing	• identify a few key words and phrases	topic	ify the main a few key	 determine the main idea or theme, and retell a few key details 	dete idea o expl	ermine the main or theme, and ain how some etails support	 determine two or more main ideas or themes explain how key details support the 	
				• retell familiar stories	theme	ain idea or e marize part of a	main ideas or themes • summarize a text	
	from read-alouds, simple written		ad-alouds, written texts,	from read-alouds, simple written	text from read-alouds,		from read-alouds,	
	texts, and oral presentations	and ora	nl .	texts, and oral presentations.	writte	n texts, and resentations	written texts, and oral presentation	
	when eng	aging in	one or more of	the following content				
EP1. Support analyses of a range of grade-level complex texts with evidence.			MP1. Make ser in solving them	nse of problems and person.	evere	SP1. Ask question	s and define problems.	
EP3. Construct valid arguments from evidence and critique the reasoning of others.								
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.								

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

Literature

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

- **RL.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **RL.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.7.** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **SL.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

RI.1.

- **RI.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- **RI.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on

Web pages) and explain how the information contributes to an understanding the text in which it appears.





Grade Seven

ELPC 6-8.2	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5		
An EL can participate in grade appropriate oral	participate in short conversations	• particip conversa	oate in short tions	short conversations		cipate in rsations and sions	• participate in extended conversations and discussions		
and written exchanges of information, ideas, and analyses,	participate in short written exchanges	• particip written e	pate in short xchanges	participate in short written exchanges	_	icipate in n exchanges	participate in extended written exchanges		
responding to peer, audience, or reader comments and questions.	 actively listen to others respond to simple questions and some wh questions about familiar actively listen to others respond to simple questions and wh questions about familiar 		comments ond to simple ons and wh comments of his or		 build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence about a variety of topics and texts.		 build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed 		
			about familiar topics and texts.	about a variety of topics and texts.					
	when enga	ging in one	or more of th	ne following content-sp	ecific pr	actices:	I		
EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.			MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.			 SP4. Analyze and interpret data. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate 			

- **W.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.





Grade Seven

ELPC 6-8.3	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2	Level 3	Level 4	Level 5					
An EL can speak and write about grade	simple information about familiar texts,		including a few details,	including some details,	including details and examples to develop a topic,					
appropriate complex literary and informational texts	objects in the environment.		• deliver short oral presentations	deliver short oral presentations	deliver oral presentations					
and topics.		• compose written texts about familiar texts, topics, and experiences.	• compose written narratives or informational texts about familiar texts, topics, and experiences.	• compose written narratives or informational texts about a variety of texts, topics, and experiences.	• compose written narrative or informational texts about a variety of texts, topics, and experiences.					

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

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP6. Construct explanations and design
texts with evidence.	solving them.	solutions.
EP2. Produce clear and coherent writing in which the	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate
development, organization, and style are		information.
annionriate to the tack nurnose, and audience		

- W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.
- W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Seven

ELPC 6-8.4	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	express an opinion	• const	ruct a simple	construct a claim	• cons	truct a claim	construct a claim	
	about a familiar	claim al	bout a familiar	about familiar	about a variety of topics		about a variety of	
construct grade	topic.	topic		topics			topics	
appropriate oral								
and written claims		• give a	reason to	• introduce the	• intro	duce the topic	introduce the topic	
and support them		support	t the claim.	topic				
with reasoning and					• prov	ride several	provide logically	
evidence.					reasons or facts to support the claim		ordered reasons or	
							facts to support the	
							claim	
				• provide a few	• prov	ride a concluding	provide a concluding	
				reasons or facts to	staten	•	statement.	
				support the claim.				
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:		
EP2. Produce clear and	coherent writing in which t	he	MP3. Construct	MP3. Construct viable arguments and critique		SP4. Analyze and interpret data.		
development, organizat	tion, and style are appropri	ate to	reasoning of others.		, .			
task, purpose, and audi	ence.					SP7. Engage in arg	ument from evidence.	
		MP6. Attend to	precision.					
EP3. Construct valid arguments from evidence and							ate, and communicate	
critique the reasoning of others.					information.			
EP5. Build upon the ideas of others and articulate his or								
her own ideas when wo	rking collaboratively.							
EP6. Use English structures to communicate context-								

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

- W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- $\ \, \text{d. Provide a concluding statement or section related to the opinion presented}.$
- e. Provide a concluding statement or section that follows from the argument presented.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wi/dlife, conservation,* and *endangered* when discussing animal preservation).



specific messages.



Grade Seven

ELPC 6-8.5	By the end of each	English l	anguage profi	ciency level, an EL ca	n			
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	recall information	• recall	information	• recall information •		ll information	recall information	
	from experience	from experience from ex		from experience	from experience		from experience	
conduct research								
and evaluate and	• gather	_	r information	• gather	_	er information	 gather information 	
communicate	information from a	from pr	ovided	information from		orint and digital	from print and digital	
findings to answer	few provided	sources	5	print and digital		es to answer a	sources	
questions or solve	sources			sources to answer a quest		on		
problems.				question				
	• label some key	el some kev • recor		• identify key	 record information in organized notes, with charts, tables, or 		summarize key ideas	
	information inform			information in			and information in	
			20.0	orderly notes.			detailed and orderly	
				, ,	other graphics, as		notes, with graphics	
					appro	priate	as appropriate	
					• prov	ride a list of	 provide a list of 	
 					source		sources.	
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:		
	of a range of grade-level co	mplex	MP1. Make sense of problems and persevere		SP3. Plan and carr	y out investigations.		
texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or			in solving them.			SP6. Construct explanations and design solutions.		
							ate, and communicate	
						information.		
			her own ideas when wo	orking collaboratively.				
EP6. Use English structures to communicate context-								

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

- W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace



specific messages.



Grade Seven

ELPC 6-8.6	By the end of each	English l	anguage profi	ciency level, an EL cai	n		
	Level 1	Level 2)	Level 3	Level	4	Level 5
An EL can analyze and critique the arguments of others orally and in writing.	author or speaker author gives to main po		or disagree e author or	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	describe how reasons support the specific points an author or speaker makes or fails to make		explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
	when engaging in one	or more	of the followin	g content-specific pract	ices:		Time period
	oherent writing in which the ion, and style are approprisence.		in solving them	se of problems and persev viable arguments and criti			s and define problems.
EP3. Construct valid arg critique the reasoning o	uments from evidence and f others.	I	reasoning of ot	_	ique		rument from evidence.
	knowledge from research b and synthesizing ideas fror	-				SP8. Obtain, evaluinformation.	ate, and communicate
EP5. Build upon the idea her own ideas when wo	as of others and articulate I	his or					

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- **W.1b.** Provide reasons that are supported by facts and details.
- **SL.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Seven

ELPC 6-8.7	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	recognize the meaning of some	with em control,	erging	with developing control,	with in	creasing ease,	
adapt language	words learned		l				
choices to purpose,	through		language	adapt language		ot language	adapt language
task, and audience	conversations,		to different	choices according to		s and style	choices and style
when speaking and writing	reading, and being read to.	content	nd academic s	purpose, task, and audience	accord	les register) ling to purpose, nd audience	according to purpose, task, and audience
		learned convers	_	• use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text	• use a wider range of general academic and content-specific words and phrases in speech and writing		 use a wide variety of general academic and content-specific words and phrases in speech and writing
	when enga	ging in on	e or more of th	ne following content-spe	ecific pra	actices:	
	coherent writing in which t	he	MP6. Attend to		-		and define problems.
development, organization, and style are appropriate to the task, purpose, and audience.		ate to				SP6. Construct explanations and design solutions.	
EP6. Use English structures to communicate context-specific messages.						SP8. Obtain, evaluation.	ate, and communicate

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Seven

ELPC 4-5.8	By the end of each	English language profi	ciency level, an EL cai	n	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can	relying heavily on context, visual aids,	using context, some visual aids, reference	ce aids, reference reference materials,		using context, reference materials,
determine the meaning of words	and knowledge of morphology in his	materials, and knowledge of	materials, and a developing	and an increasing knowledge of English	and knowledge of English morphology,
and phrases in oral presentations and literary and	or her native language,	morphology in his or her native language,	knowledge of English morphology,	morphology,	
informational text	 recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	determine the meaning of some frequently occurring words, phrases, and expressions	determine the meaning of frequently occurring words and phrases	determine the meaning of general academic and content-specific words, phrases	determine the meaning of general academic and content-specific words and phrases
	in simple oral discourse, read-	in simple oral discourse, read-	determine the meanings of some idiomatic expressions	determine the meaning of a growing number of idiomatic expressions	determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)
	alouds, and written texts about familiar topics, experiences, or events.	alouds, and written texts about familiar topics, experiences, or events.	r familiar topics, variety of topics,		in texts about a variety of topics, experiences, or events
	when enga	 ging in one or more of th	l ne following content-sno	l ecific nractices:	<u> </u>

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

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere	SP1. Ask questions and define problems.
texts with evidence.	in solving them.	
		SP8. Obtain, evaluate, and communicate
EP6. Use English structures to communicate context-		information.
specific messages.		

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

Informational Text

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

Literature

- RL.4. Determine the meaning of words and phrases as they are used in a text, including
- those that allude to significant characters found in mythology (e.g., Herculean).
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





information.

Grade Seven

	•		oficiency level, an EL ca		
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can create clear and coherent grade	with support (including context and visual aids), and using non-verbal	with support (including visual aids and modeled sentences),	with support (including modeled sentences), • introduce an	• introduce an	• introduce an
appropriate speech and text.	communication,	serices,,	informational topic	informational topic	informational topic
	 communicate simple information about an event or topic 	• communicate simple information about a topic	• present one or two facts about the topic	 develop the topic with facts and details 	develop the topic with facts and details
		• recount a simple sequence of events in order	• recount a short sequence of events in order	 recount a more detailed sequence of events, with a beginning, middle, and end 	 recount a more detailed sequence of events, with a beginning, middle, and end
	 use a narrow range of vocabulary and syntactically simple sentences 	use frequently occurring linking words (e.g., and, then)	• use an increasing range of temporal and other linking words (e.g., next, because, and, also)	 use transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, in order to, as a result) 	 use a variety of linking words and phrases to connect ideas, information, or events
			• provide a concluding statement	• provide a conclusion	provide a concluding statement or section.
	with limited control.	with emerging control.	with developing control.	with increasingly independent control.	
	when enga	ging in one or more of	the following content-sp	pecific practices:	
	coherent writing in which tion, and style are approprudience.		ense of problems and perse		rgument from evidence. uate, and communicate

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

reasoning of others.

MP3. Construct viable arguments and critique

- **W.1c.** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.3c.** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.





Grade Seven

ELPC 6-8.10	By the end of each	English language profi	ciency level, an EL ca	n	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can	with support	with support	with support		
	(including context	(including visual aids	(including modeled		
make accurate use	and visual aids),	and modeled	sentences),		
of standard English		sentences),			
to communicate in					
grade appropriate	 recognize and use 	 recognize and use 	 use some relative 	 use relative 	 use relative
speech and writing.	a small number of	some frequently	pronouns (e.g.,	pronouns (e.g., who,	pronouns (e.g., who,
	frequently occurring	occurring nouns,	who, whom, which,	whom, which, that),	whom, which, that),
	nouns, noun	pronouns, verbs,	that),		
	phrases, and verbs	prepositions,			
		adjectives, adverbs,	 use some relative 	 use relative adverbs 	use relative adverbs
		and conjunctions	adverbs (e.g.,	(e.g., where, when,	(e.g., where, when,
			where, when, why),	why),	why)
					 use prepositional
			• use some	 use prepositional 	phrases
			prepositional	phrases	
			phrases		 use subordinating
				 use subordinating 	conjunctions
				conjunctions	• use the progressive
					and perfect verb
					tenses
	understand and	• produce simple	 produce and 	• produce and expand	produce and expans
	respond to simple	sentences in	expand simple and	simple, compound,	simple, compound,
	questions.	response to prompts.	compound	and a few complex	and complex
			sentences.	sentences.	sentences.
	when enga	ging in one or more of th	ne following content-sp	ecific practices:	

EP2. Produce clear and coherent writing in which the	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate
development, organization, and style are appropriate to		information.
task, purpose, and audience.		
EP6. Use English structures to communicate context-		
specific messages.		

when engaging in tasks aligned with the following Grade Seven Louisiana Student Standards for ELA:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- **L.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.





Grade 7 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

RH Reading in History/Social Studies SL Speaking and Listening

RST Reading in Science and Technical Subjects **L** Language **WST** Writing in History/Social Studies, Science and Technical Subjects





ELPC 6-8.1	By the end of each	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can construct meaning	use a very limited set of strategies to:		emerging set egies to:	use a developing set of strategies to:		increasing of strategies to:	use a wide range of strategies to:			
from oral presentations and literary and informational text through grade appropriate listening,	• identify a few key words and phrases	topic	fy the main a few key	 determine the main idea or theme, and retell a few key 	idea o	rmine the main r theme, and ain how some	 determine two or more main ideas or themes explain how key 			
reading, and viewing				details • retell familiar stories	key de	tails support ain idea or	details support the main ideas or themes			
					• sum text	marize part of a	summarize a text			
	from read-alouds, simple written texts, and oral		ad-alouds, written texts, I	from read-alouds, simple written texts, and oral	writte	ead-alouds, n texts, and oral ntations	from read-alouds, written texts, and oral presentation			
	presentations	present	ations	presentations.						
	when enga	ging in on	e or more of tl	ne following content-spo	ecific pra	actices:				
texts with evidence.	f a range of grade-level cor		MP1. Make ser solving them.	nse of problems and persev	ere in	SP1. Ask question	s and define problems.			
-	uments from evidence and									
critique the reasoning o	ा otners. knowledge from research b	W								
	and synthesizing ideas fror									
	as of others and articulate I									
her own ideas when wo										
	when engaging in tasl	ks aligned	with the follo	wing Grade 7 Literacy in	Conten	t Area Standards:				

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

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

RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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

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

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





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

ELPC 6-8.2	By the end of each	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2	Level 3	Level 4	Level 5						
An EL can participate in grade appropriate oral	participate in short conversations	participate in short conversations	participate in short conversations and discussions	• participate in conversations and discussions	• participate in extended conversations and discussions						
and written exchanges of information, ideas, and analyses,	• participate in short written exchanges	participate in short written exchanges	• participate in short written exchanges	• participate in written exchanges	 participate in extended written exchanges 						
responding to peer, audience, or reader comments and questions.	actively listen to others respond to simple questions and some wh questions	actively listen to others respond to simple questions and wh questions	 respond to others' comments add some comments of his or her own ask and answer questions 	 build on the ideas of others express his or her own ideas ask and answer relevant questions add relevant information and evidence 	 build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed 						
	about familiar topics	about familiar topic and texts.	about familiar topics and texts.	about a variety of topics and texts.	about a variety of topics and texts.						
	when enga	l ging in one or more o	 f the following content-sp	oecific practices:							
texts with evidence.	f a range of grade-level cor as of others and articulate I rking collaboratively.	mplex MP1. Make solving then MP6. Atten	sense of problems and perse n. d to precision.	svere in SP4. Analyze and SP6. Construct e solutions. SP8. Obtain, eva information.	explanations and design						
	when engaging in tasl	ks aligned with the fo	llowing Grade 7 Literacy i	n Content Area Standard	s:						

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- **SL.1*** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.3	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can speak and write about grade	• communicate simple information about familiar texts, topics, events, or	• deliver short oral presentations		including a few details,	includ details	ing some s,	including details and examples to develop a topic,	
appropriate complex literary and informational texts	objects in the environment.	n the • deliver short oral • de			ver short oral ntations	deliver oral presentations		
and topics.		 compose written texts about familiar texts, topics, and experiences. 		• compose written narratives or informational texts about familiar texts,	compose written narratives or informational texts about a variety of		compose written narrative or informational texts about a variety of	
				topics, and experiences.		topics, and ences.	texts, topics, and experiences.	
	when enga	ging in or	e or more of th	ne following content-sp	ecific pr	actices:		
EP1. Support analyses of a range of grade-level complex texts with evidence.			MP1. Make sense of problems and persevere in solving them.		ere in	SP6. Construct exp solutions.	planations and design	
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			MP6. Attend to	precision.		SP8. Obtain, evaluinformation.	ate, and communicate	

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving

- purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- $c.\ Use \ appropriate \ and \ varied \ transitions \ to \ create \ cohesion \ and \ clarify \ the \ relationships \ among \ ideas \ and \ concepts.$
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **SL.4*** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.4	By the end of each	English la	inguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can construct grade appropriate oral and written claims and support them with reasoning and evidence.	express an opinion about a familiar topic.	• constr claim ab topic • give a	uct a simple out a familiar reason to the claim.	construct a claim about familiar topics introduce the topic	onstruct a claim at familiar about a variety of topics roduce the • construct a claim about a variety of topics		 construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the
	when enga	ging in on	e or more of th	 provide a few reasons or facts to support the claim. e following content-sp 	staten		provide a concluding statement.
FD2 Produce clear and o				viable arguments and crit	•	SP4. Analyze and i	nternret data
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.		reasoning of oth MP6. Attend to	ners.	irque	SP7. Engage in arg	ument from evidence. ate, and communicate	

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:

WHST.1 Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- **SL.4*** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.5	By the end of each	English l	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can conduct research	• recall information from experience		information sperience	• recall information from experience	_	ll information experience	recall information from experience
and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided sources	from pr	from provided information from from provided		er information orint and digital es to answer a on	• gather information from print and digital sources	
	• label some key information	• recordinforma		• identify key information in orderly notes.	in orga with c other appro	rd information anized notes, harts, tables, or graphics, as priate vide a list of	 summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of
					source		sources.
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:	1
EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate context-specific messages.			MP1. Make sense of problems and persevere in solving them.			SP3. Plan and carry out investigations. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.	

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis reflection, and research.

SL.4* Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

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





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

ELPC 6-8.6	By the end of each	English la	inguage profi	ciency level, an EL cai	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	• identification author of gives to main po	or disagree author or	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	describe how reasons support the specific points an author or speaker makes or fails to make		 explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
	when enga	ging in on	e or more of th	e following content-spe	ecific pr	actices:	
P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.			in solving them.	viable arguments and criti		SP6. Construct exp solutions. SP7. Engage in arg	s and define problems. Dianations and design gument from evidence. Hate, and communicate

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- W.1b. Provide reasons that are supported by facts and details.
- SL.3. Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





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

ELPC 6-8.7	By the end of each	English I	anguage prof	iciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can adapt language	recognize the meaning of some words learned	with en control			ncreasing ease,		
choices to purpose, task, and audience when speaking and writing	through conversations, reading, and being read to.	choices	language to different nd academic ts	 adapt language choices according to purpose, task, and audience 	choice (includated)	ot language es and style des register) ding to purpose, and audience	adapt language choices and style according to purpose, task, and audience
		learned convers reading read to	, and being	• use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text	• use a wider range of general academic and content-specific words and phrases in speech and writing		use a wide variety of general academic and content-specific words and phrases in speech and writing
				he following content-sp	ecific pr		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.			MP6. Attend to	o precision.		SP6. Construct exp solutions.	s and define problems. planations and design ate, and communicate
· •	when engaging in tas	ks aligned	with the follo	wing Grade 7 Literacy in	Conten	t Area Standards:	

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- SL.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., smallgroup discussion); use formal English when appropriate to task and situation.
- L.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





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

ELPC 6-8.8	By the end of each	English I	anguage profi	ciency level, an EL car	า		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can determine the	relying heavily on context, visual aids, and knowledge of	_	ontext, some ids, reference	using context, visual aids, reference materials, and a	refere	context, nce materials, n increasing	using context, reference materials, and knowledge of
meaning of words and phrases in oral presentations and literary and	morphology in his or her native language,	knowle morpho	•	developing knowledge of English morphology,	knowl	edge of English nology,	English morphology,
informational text	 recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions 	meanin frequer	rmine the g of some itly occurring phrases, and ions	determine the meaning of frequently occurring words and phrases	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		determine the meaning of general academic and content-specific words and phrases
				determine the meanings of some idiomatic expressions			determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs)
	in simple oral discourse, read- alouds, and written texts about familiar	alouds,	le oral se, read- and written oout familiar	in texts about familiar topics, experiences, or events			in texts about a variety of topics, experiences, or events
	topics, experiences, or events.	or even					
	when enga	ging in or	ne or more of th	e following content-spe	ecific pr	actices:	
texts with evidence.	of a range of grade-level cor ures to communicate conte	•	MP1. Make sense of problems and persevere in solving them.			·	s and define problems. late, and communicate
	when engaging in task	s aligned	with the follow	ving Grade 7 Literacy in	Conten	t Area Standards:	

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:

Informational Text

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

Literature

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

- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





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

ELPC 6-8.9	By the end of each	English la	anguage prof	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can create clear and	with support (including context and visual aids), and	with sup (including and modern	ng visual aids	with support (including modeled sentences),			
coherent grade appropriate speech and text.	using non-verbal communication,	sentenc	es),	• introduce an informational topic		oduce an national topic	• introduce an informational topic
	 communicate simple information about an event or topic 		unicate nformation topic	• present one or two facts about the topic		elop the topic acts and details	develop the topic with facts and details
	·		nt a simple ce of events	• recount a short sequence of events in order			• recount a more detailed sequence of events, with a beginning, middle, and end
	• use a narrow range of vocabulary and syntactically simple sentences	occurrin	equently ng linking e.g., and,	• use an increasing range of temporal and other linking words (e.g., next, because, and, also)	words conne and op after a	ransitional and phrases to ct events, ideas, pinions (e.g., while, for ole, in order to, sult)	• use a variety of linking words and phrases to connect ideas, information, or events
				• provide a concluding statement	• prov	ide a conclusion	provide a concluding statement or section.
	with limited control.	with em		with developing control.		ocreasingly endent control.	
	when enga	ging in on	e or more of tl	ne following content-sp	ecific pr	actices:	•
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			solving them. MP3. Construc				gument from evidence. uate, and communicate

when engaging in tasks aligned with the following Grade 7 Literacy in Content Area Standards:

- W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.3c.** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.





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

ELPC 6-8.10	By the end of each	English la	nguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	with support	with sup	port	with support			
	(including context	(includin	g visual aids	(including modeled			
make accurate use	and visual aids),	and mod	leled	sentences),			
of standard English		sentence	es),				
to communicate in							
grade appropriate	 recognize and use 	• recogn	ize and use	 use some relative 	• use i	relative	• use relative
speech and writing.	a small number of	some fre	quently	pronouns (e.g.,	prono	uns (e.g., who,	pronouns (e.g., who,
	frequently occurring	occurring	g nouns,	who, whom, which,	whom	, which, that),	whom, which, that),
	nouns, noun	pronoun	s, verbs,	that),			
	phrases, and verbs	prepositi	ions,				
		adjective	es, adverbs,	 use some relative 	• use i	relative adverbs	 use relative adverbs
		and conj	unctions	adverbs (e.g.,	(e.g., v	where, when,	(e.g., where, when,
				where, when, why),	why),		why)
							 use prepositional
				• use some	• use	prepositional	phrases
				prepositional	phrase	es	
				phrases			 use subordinating
					• use s	subordinating	conjunctions
					conjur	nctions	 use the progressive
							and perfect verb
							tenses
	 understand and 	• produc	ce simple	 produce and 	• prod	duce and expand	 produce and expand
	respond to simple	sentence	es in	expand simple and		e, compound,	simple, compound,
	questions.	response	e to prompts.	compound	and a	few complex	and complex
				sentences.	senter	nces.	sentences.
	when enga	ging in one	e or more of th	e following content-sp	ecific pr	actices:	
EP2. Produce clear and	coherent writing in which t	he	MP6. Attend to	precision.		SP8. Obtain, evalu	ate, and communicate
	ion, and style are appropri	ate to				information.	
task, purpose, and audie							
	res to communicate conte	kt-					
specific messages.					•		
	when engaging in task	ks aligned	with the follow	ving Grade 7 Literacy in	Conten	it Area Standards:	

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- **L.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.





Grade Eight ELA Standards Matrix

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

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

Legend for Domains

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





Grade Fiaht

ELPC 6-8.1	By the end of each	English language pr	oficiency level, an EL ca	n	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can	use a very limited	use an emerging set	use a developing set	use an increasing	use a wide range of
	set of strategies to:	of strategies to:	of strategies to:	range of strategies to:	strategies to:
construct meaning					
from oral	 identify a few key 	• identify the main	 determine the 	 determine the main 	 determine two or
presentations and	words and phrases	topic	main idea or theme,	idea or theme, and	more main ideas or
literary and		 retell a few key 	and		themes
informational text		details			
through grade appropriate listening,			 retell a few key 	 explain how some 	 explain how key
reading, and viewing.			details	key details support	details support the
••			 retell familiar 	the main idea or	main ideas or themes
			stories	theme	
				• summarize part of a	summarize a text
				text	
	from read-alouds,	from read-alouds,	from read-alouds,	from read-alouds,	from read-alouds,
	simple written texts,	simple written texts	, simple written texts,	written texts, and oral	written texts, and oral
	and oral	and oral	and oral	presentations	presentation
	presentations	presentations	presentations.		
	when enga	ging in one or more o	f the following content-sp	ecific practices:	
EP1. Support analyses o	f a range of grade-level cor	mplex MP1. Make	sense of problems and persev	vere in SP1. Ask question	ns and define problems.
texts with evidence.		solving then	١.		
EP3. Construct valid arg	uments from evidence and				

- critique the reasoning of others.
- **EP4.** Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.
- **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

Literature

- RL.1., Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.2.** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- **SL.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Informational Text

RI.1.

- RI.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding the text in which it appears.





Grade Eight

ELPC 6-8.2	By the end of each English language proficiency level, an EL can											
	Level 1	Level 2		Level 3	Level	4	Level 5					
An EL can participate in grade appropriate oral	participate in short conversations	• particip conversa	oate in short Itions	• participate in short conversations and discussions		cipate in rsations and sions	• participate in extended conversations and discussions					
and written exchanges of information, ideas, and analyses,	 participate in short written exchanges 		oate in short exchanges	• participate in short written exchanges		icipate in n exchanges	participate in extended written exchanges					
responding to peer, audience, or reader comments and questions.	actively listen to others respond to simple questions and some wh questions	others		respond to others' comments add some comments of his or her own ask and answer questions	others • expr own id • ask a releva	ress his or her deas and answer nt questions relevant nation and	 build on the ideas of others express his or her own ideas clearly pose and respond to relevant questions add relevant and detailed information using evidence summarize the key ideas expressed 					
	about familiar topics	about far	miliar topics s.	about familiar topics and texts.	about a variety of topics and texts.		about a variety of topics and texts.					
	when enga	ging in one	or more of th	e following content-spe	ecific pr	actices:	I .					
texts with evidence.	f a range of grade-level cor as of others and articulate I rking collaboratively.		MP1. Make sense of problems and persevere in solving them. MP6. Attend to precision.			SP4. Analyze and interpret data.SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information.						

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

- **W.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **SL.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.





information.

Grade Eight

ELPC 6-8.3

	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	• communicate	• deliver	short oral	including a few	includ	ing some	including details and	
	simple information	presenta	ntions	details,	details	5,	examples to develop a	
speak and write	about familiar texts,						topic,	
about grade	topics, events, or							
appropriate	objects in the			 deliver short oral 	• deliv	er short oral	 deliver oral 	
complex literary and	environment.			presentations	presei	ntations	presentations	
informational texts								
and topics.			ics. • compose written •		 compose written 	• com	pose written	 compose written
		texts abo	out familiar	narratives or na		ives or	narrative or	
		texts, to	pics, and	informational texts	inform	national texts	informational texts	
		experien	ices.	about familiar texts,	about	a variety of	about a variety of	
				topics, and	texts,	topics, and	texts, topics, and	
				experiences.	experi	ences.	experiences.	
	when enga	ging in on	e or more of t	he following content-sp	ecific pr	actices:		
EP1. Support analyses of	a range of grade-level cor	mplex	MP1. Make se	nse of problems and persev	ere in	SP6. Construct 6	explanations and design	
texts with evidence.			solving them.			solutions.		

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

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

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

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

to the task, purpose, and audience.

development, organization, and style are appropriate

- f. Provide a concluding statement or section that follows from the information or explanation presented.
- W.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.





Grade Eight

ELPC 6-8.4	By the end of each	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5				
An EL can	express an opinion	• const	ruct a simple	construct a claim	• cons	struct a claim	construct a claim				
	about a familiar	claim al	oout a familiar	about familiar	about	a variety of	about a variety of				
construct grade	topic.	topic		topics	topics		topics				
appropriate oral											
and written claims		• give a	reason to	 introduce the 	• intro	oduce the topic	• introduce the topic				
and support them		support	t the claim.	topic							
with reasoning and					• prov	ide several	 provide logically 				
evidence.					reasor	ns or facts to	ordered reasons or				
					suppo	rt the claim	facts to support the				
							claim				
				• provide a few		vide a concluding	provide a concludin				
				reasons or facts to	staten	nent.	statement.				
		L		support the claim.	l						
	when enga	ging in or	ne or more of th	e following content-sp	ecitic pr	actices:					
	coherent writing in which t			viable arguments and crit	tique	SP4. Analyze and i	interpret data.				
	tion, and style are appropri	ate to	reasoning of otl	ners.							
task, purpose, and audi	ence.					SP7. Engage in arg	gument from evidence.				
ED3 Construct valid are	rumanta from avidance and		MP6. Attend to	precision.		CDQ Obtain avalu	unta and communicate				
critique the reasoning of	guments from evidence and					information.	ate, and communicate				
critique the reasoning t	n others.					inioiniation.					
EP5. Build upon the ide	as of others and articulate I	nis or									
her own ideas when wo	orking collaboratively.										
EP6. Use English structu	ures to communicate conte	xt-									
specific messages.											

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

- **W.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented.
- e. Provide a concluding statement or section that follows from the argument presented.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).





Grade Eight

ELPC 6-8.5	By the end of each	English I	anguage profi	anguage proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can	• recall information from experience		information perience	• recall information from experience		ll information experience	recall information from experience			
conduct research and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided sources	• gather information from provided sources		• gather information from print and digital sources to answer a question	from p	er information orint and digital es to answer a on	• gather information from print and digital sources			
	• label some key information	• record some information		• identify key information in orderly notes.	• record information in organized notes, with charts, tables, or other graphics, as appropriate		• summarize key ideas and information in detailed and orderly notes, with graphics as appropriate			
					• prov	ride a list of	• provide a list of sources.			
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:				
EP1. Support analyses of texts with evidence.	of a range of grade-level cor	nplex	MP1. Make sense of problems and persevere in solving them.			SP3. Plan and carry out investigations. SP6. Construct explanations and design				
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.						solutions. SP8. Obtain, evaluinformation.	late, and communicate			

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

- W.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace



EP6. Use English structures to communicate context-

specific messages.



Grade Eight

ELPC 6-8.6	By the end of each	English I	anguage profi	ciency level, an EL car	1			
	Level 1	Level 2	2	Level 3	Level	4	Level 5	
An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	author gives to main po	ify a reason an or speaker two reasons support the specific points an author or speaker makes or fails to make. • tell how one or two reasons support the specific points an author or speaker makes or fails to make.		ns support the ic points an r or speaker	 explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points. 		
	when enga	ging in or	ne or more of th	e following content-spe	ecific pr	actices:	1 - 1	
development, organizat task, purpose, and audie EP3. Construct valid arguments	P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and			MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique reasoning of others.			SP1. Ask questions and define problems. SP6. Construct explanations and design solutions.	
critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.							ument from evidence. ate, and communicate	

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

- RI.8. Explain how an author uses reasons and evidence to support particular points in a text.
- **W.1b.** Provide reasons that are supported by facts and details.
- **SL.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Eight

ELPC 6-8.7	By the end of each	English la	anguage prof	iciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	recognize the meaning of some	with emerging control,		with developing control,	with ir	ncreasing ease,	
adapt language	words learned						
choices to purpose,	through	1	language	 adapt language 	-	ot language	 adapt language
task, and audience	conversations,		to different	choices according to		s and style	choices and style
when speaking and	reading, and being	social a	nd academic	purpose, task, and		des register)	according to purpose,
writing	read to.	contents		audience		ling to purpose, and audience	task, and audience
		• use some words learned through conversations, reading, and being read to.		• use an increasing number of general academic and content specific words, phrases, and expressions in conversation, discussions, and short written text	• use a wider range of general academic and content-specific work and phrases in speed and writing		• use a wide variety of general academic and content-specific words and phrases in speech and writing
	whon ongo	ging in on	o or more of t	he following content-spe	ocific pr	acticos	
					ecilic pr		
	coherent writing in which t ion, and style are appropria audience.		MP6. Attend to precision.			SP1. Ask questions and define problems. SP6. Construct explanations and design	
FP6. Use English structu	res to communicate conte	xt-				solutions.	
EP6. Use English structures to communicate context- epecific messages.						SP8. Obtain, evalu information.	ate, and communicate
W	hen engaging in tasks a	ligned wi	th the followir	ng Grade Eight Louisiana	Studer	t Standards for El	.A :
NACE NACES - Colores				and the second s			

- W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).





Grade Eight

ELPC 6-8.8	By the end of each	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2		Level 3	Level	4	Level 5				
An EL can	relying heavily on	using co	ontext, some	using context, visual	using	context,	using context,				
	context, visual aids,	visual a	ids, reference	aids, reference	refere	nce materials,	reference materials,				
determine the	and knowledge of	materia	als, and	materials, and a	and ar	n increasing	and knowledge of				
meaning of words	morphology in his	knowle	dge of	developing	knowl	edge of English	English morphology,				
and phrases in oral	or her native	morpho	ology in his or	knowledge of	morph	ology,					
presentations and	language,	her nat	ive language,	English morphology,							
literary and							determine the				
informational text	 recognize the 	ze the • determine the • determine the • determine t				rmine the	meaning of general				
	meaning of a few	meanin	g of some	meaning of	meani	ng of general	academic and				
	frequently occurring	frequer	ntly occurring	frequently occurring	acade	mic and	content-specific word				
	words, phrases, and	words,	phrases, and	words and phrases	conter	nt-specific	and phrases				
	formulaic	express	sions		words	, phrases					
	expressions						 determine the 				
				 determine the 	• dete	rmine the	meaning of figurative				
				meanings of some	meani	ng of a growing	language (e.g.,				
				idiomatic	numb	er of idiomatic	metaphors, similes,				
	in simple oral	in simp	le oral	expressions	expres	ssions	adages, and proverbs				
	discourse, read-	discour	se, read-								
	alouds, and written	alouds,	and written	in texts about	in text	s about a	in texts about a				
	texts about familiar	texts ab	out familiar	familiar topics,	variety	of topics,	variety of topics,				
	topics, experiences,	topics,	experiences,	experiences, or	experi	ences, or events	experiences, or event				
	or events.	or even	ts.	events							
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:	I				
EP1. Support analyses of texts with evidence.	of a range of grade-level co	mplex	MP1. Make ser in solving them	nse of problems and persev	vere		s and define problems.				
EP6. Use English structus specific messages.	ures to communicate conte	xt-				SP8. Obtain, evaluinformation.	ate, and communicate				

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

Informational Text

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

Literature

- RL.4. Determine the meaning of words and phrases as they are used in a text, including
- those that allude to significant characters found in mythology (e.g., Herculean).
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- $\textbf{L.5.} \ \ \text{Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.}$
- a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).





Grade Eight

	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	with support (including context	with sup	g visual aids	with support (including modeled	2070		
create clear and	and visual aids), and	and mod		sentences),			
coherent grade	using non-verbal	sentence	es),	• introduce an		duce an	• introduce an
appropriate speech and text.	communication,	informational topic		inform	ational topic	informational topic	
	• communicate	• commu		 present one or 		lop the topic	 develop the topic
	simple information	-	formation	two facts about the	with fa	ects and details	with facts and details
	about an event or topic	about a t	copic	topic			
			t a simple	 recount a short 		unt a more	• recount a more
		sequence in order	e of events	sequence of events in order	events	ed sequence of s, with a ning, middle, nd	detailed sequence of events, with a beginning, middle, and end
	• use a narrow range of vocabulary	• use fre	glinking	• use an increasing range of temporal • use transitional words and phras		and phrases to	• use a variety of linking words and
	and syntactically simple sentences	words (e then)	.g., and,	and other linking words (e.g., next, because, and, also)	and op after a	ct events, ideas, pinions (e.g., while, for ple, in order to, sult)	phrases to connect ideas, information, or events
				• provide a concluding statement	• prov	ide a conclusion	provide a concluding statement or section.
	with limited control.	with eme	erging	with developing		creasingly	
		control.		control.		endent control.	
	when enga	ging in one	or more of the	ne following content-sp	ecific pra	actices:	
	coherent writing in which			nse of problems and perse	vere in		gument from evidence.
	evelopment, organization, and style are appropriate task, purpose, and audience.			solving them. MP3. Construct viable arguments and critique reasoning of others.			uate, and communicate

when engaging in tasks aligned with the following Grade Eight Louisiana Student Standards for ELA:

- W.1c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- **W.3c.** Use a variety of transitional words and phrases to manage the sequence of events.
- W.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **SL.4.** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.





Grade Eight

ELPC 6-8.10	By the end of each	English language profi	ciency level, an EL ca	n	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can make accurate use of standard English to communicate in	with support (including context and visual aids),	with support (including visual aids and modeled sentences),	with support (including modeled sentences),		
grade appropriate speech and writing.	 recognize and use a small number of frequently occurring nouns, noun phrases, and verbs 	 recognize and use some relative pronouns (e.g., who, whom, which, pronouns, verbs, prepositions, use some relative pronouns (e.g., who, whom, which, that), use relative pronouns (e.g., who, whom, which, that), 		• use relative pronouns (e.g., who, whom, which, that),	
		adjectives, adverbs, and conjunctions	• use some relative adverbs (e.g., where, when, why),	 use relative adverbs (e.g., where, when, why), 	use relative adverbs(e.g., where, when, why)use prepositional
			• use some prepositional	 use prepositional phrases 	phrases
			phrases	• use subordinating conjunctions	 use subordinating conjunctions use the progressive and perfect verb tenses
	• understand and	• produce simple	• produce and	• produce and expand	produce and expand
	respond to simple questions.	sentences in response to prompts.	expand simple and compound sentences.	simple, compound, and a few complex sentences.	simple, compound, and complex sentences.
	when enga	ging in one or more of th	ne following content-sp	ecific practices:	
development, organizat task, purpose, and audie EP6. Use English structu specific messages.	res to communicate conte	ate to xt-	,	information.	late, and communicate
W	/hen engaging in tasks a	ligned with the followin	g Grade Eight Louisian	a Student Standards for E	LA:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- L.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose words and phrases to convey ideas precisely.





Grade 8 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

RH Reading in History/Social Studies SL Speaking and Listening

RST Reading in Science and Technical Subjects L Language

WST Writing in History/Social Studies, Science and Technical Subjects





ELPC 6-8.1	By the end of each	English l	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	use a very limited set of strategies to:		emerging set egies to:	use a developing set of strategies to:		increasing of strategies to:	use a wide range of strategies to:
construct meaning from oral presentations and literary and informational text	• identify a few key words and phrases	topic	fy the main a few key	determine the main idea or theme, and		ermine the main r theme, and	determine two or more main ideas or themes
through grade appropriate listening, reading, and viewing				 retell a few key details retell familiar stories e explain how some key details support the main idea or theme 		explain how key details support the main ideas or themes	
					• sum text	marize part of a	• summarize a text
	from read-alouds, simple written texts, and oral presentations			from read-alouds, simple written texts, and oral presentations.	from read-alouds, written texts, and oral presentations		from read-alouds, written texts, and oral presentation
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:	
texts with evidence. EP3. Construct valid arg critique the reasoning of EP4. Build and present kintegrating, comparing,	knowledge from research b and synthesizing ideas fror as of others and articulate l rking collaboratively.	y n texts. nis or	solving them.	se of problems and persev			s and define problems.
	when engaging in task	ks aligned	l with the follow	wing Grade 8 Literacy in	Conten	t Area Standards:	1
History/Social Studies RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.			Science/Technical Sub RST.1 Cite specific text technical texts.		ence to support anal	ysis of science and	
	ntral ideas or information or rate summary of the sourc		•	RST.2 Determine the accurate summary of t			ons of a text; provide ar nowledge or opinions.
MINOWICUBE OF OPINIONS.				DCT 2 Fallers and deals		A	n carrier out avacriments

RH.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

SL.2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

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

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





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

ELPC 6-8.2	By the end of each	English l	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	participate in	• partic	ipate in short	participate in	•parti	cipate in	•participate in
	short conversations	convers	sations	short conversations	conve	rsations and	extended
participate in grade				and discussions	discus	sions	conversations and
appropriate oral							discussions
and written	 participate in 	• partic	ipate in short	 participate in 	• part	icipate in	• participate in
exchanges of	short written	written	exchanges	short written	writte	n exchanges	extended written
information, ideas,	exchanges			exchanges			exchanges
and analyses,							
responding to peer,	 actively listen to 	• active	ly listen to	 respond to others' 	• build	d on the ideas of	• build on the ideas of
audience, or reader	others	others		comments	others	5	others
comments and	 respond to simple 	• respo	nd to simple	 add some 	• expr	ess his or her	• express his or her
questions.	questions and some	questio	ns and wh	comments of his or	own ic	deas	own ideas clearly
	wh questions	questio	ns	her own			
					• ask a	and answer	 pose and respond to
				 ask and answer 	releva	nt questions	relevant questions
				questions			
					• add	relevant	add relevant and
					inform	nation and	detailed information
					evider	nce	using evidence
							summarize the key
							ideas expressed
	about familiar	about f	amiliar topics	about familiar	about	a variety of	about a variety of
	topics	and tex	ts.	topics and texts.	topics	and texts.	topics and texts.
	when enga	l ging in or	ne or more of th	 ne following content-sp	ecific pr	actices:	
EP1. Support analyses o	f a range of grade-level cor	nplex	MP1. Make ser	nse of problems and persev	ere in	SP4. Analyze and	nterpret data.
texts with evidence.		•	solving them.	•			planations and design
EP5. Build upon the idea	as of others and articulate I	his or	MP6. Attend to	precision.		solutions.	·
her own ideas when wo	rking collaboratively.					SP8. Obtain, evaluate, and communicate	
				wing Grade & Literacy in		information.	

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

WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

- **SL.1*** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.3	By the end of each	English I	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can speak and write about grade	communicate simple information about familiar texts, topics, events, or	• delive present	er short oral cations	including a few details,	includ details	ing some s,	including details and examples to develop a topic,
appropriate complex literary and informational texts and topics.	objects in the environment.		ose written	 deliver short oral presentations compose written parratives or 	presei	ver short oral ntations	 deliver oral presentations compose written parrative or
		texts about familiar texts, topics, and experiences.		informational texts about familiar texts, topics, and experiences.	narratives or informational texts about a variety of texts, topics, and experiences.		informational texts about a variety of texts, topics, and experiences.
	when enga	ging in or	ne or more of th	ne following content-sp	ecific pr	actices:	
EP1. Support analyses of texts with evidence.	nalyses of a range of grade-level complex lence.			MP1. Make sense of problems and persevere in solving them.			planations and design
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.			MP6. Attend to precision.			SP8. Obtain, evaluinformation.	uate, and communicate

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

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

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- $c. \ Use \ appropriate \ and \ varied \ transitions \ to \ create \ cohesion \ and \ clarify \ the \ relationships \ among \ ideas \ and \ concepts.$
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **SL.4*** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.4	By the end of each	English I	anguage profi	ciency level, an EL ca	n		
	Level 1	Level 2		Level 3	Level	4	Level 5
An EL can	express an opinion	• const	ruct a simple	construct a claim	• cons	truct a claim	construct a claim
	about a familiar	claim a	oout a familiar	about familiar	about	a variety of	about a variety of
construct grade	topic.	topic		topics	topics		topics
appropriate oral							
and written claims		• give a	reason to	 introduce the 	• intro	duce the topic	introduce the topic
and support them		suppor	t the claim.	topic			
with reasoning and					• prov	ide several	provide logically
evidence.					reasor	s or facts to	ordered reasons or
					suppo	rt the claim	facts to support the
							claim
				 provide a few 	• prov	ide a concluding	provide a concluding
				reasons or facts to	staten	nent.	statement.
				support the claim.			
	when enga	ging in or	ne or more of th	e following content-sp	ecific pr	actices:	
EP2. Produce clear and	coherent writing in which t	he	MP3. Construct	viable arguments and crit	ique	SP4. Analyze and i	nterpret data.
, , ,	tion, and style are appropri	ate to	reasoning of otl	ners.			
task, purpose, and audi						SP7. Engage in arg	ument from evidence.
_	uments from evidence and		MP6. Attend to	precision.			
critique the reasoning of others.							ate, and communicate
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.						information.	
	irking collaboratively. Ires to communicate conte	v+					
specific messages.	ires to communicate conte	~ . □					

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

WHST.1 Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- **SL.4*** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





ELPC 6-8.5

K-12 Louisiana Connectors for English Learners

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

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

LLI C 0 0.5	by the end of each	by the end of each English language proficiency level, an LE can								
	Level 1	Level 2		Level 3	Level	4	Level 5			
An EL can conduct research	• recall information from experience		information perience	• recall information from experience		ll information experience	• recall information from experience			
and evaluate and communicate findings to answer questions or solve problems.	• gather information from a few provided sources	• gathe from pr sources		• gather information from print and digital sources to answer a question	from p	er information orint and digital es to answer a on	• gather information from print and digital sources			
	label some key information	• recordinforma		• identify key information in orderly notes.	• record information in organized notes, with charts, tables, or other graphics, as appropriate		• summarize key ideas and information in detailed and orderly notes, with graphics as appropriate			
					• prov	ride a list of	 provide a list of sources. 			
	when enga	ging in or	ne or more of tl	ne following content-sp	ecific pr	actices:	1			
EP1. Support analyses of texts with evidence.	of a range of grade-level co	mplex	MP1. Make ser in solving them	nse of problems and persev i.	/ere	SP3. Plan and carry out investigations.				
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts.						solutions.	planations and design uate, and communicate			
•	EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.					inionnation.				

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

WHST.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis reflection, and research.

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

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

EP6. Use English structures to communicate context-

specific messages.





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

ELPC 6-8.6	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	<u>)</u>	Level 3	Level	4	Level 5	
An EL can analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	 identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 		• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	describe how reasons support the specific points an author or speaker makes or fails to make		explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.	
	when enga	ging in or	ne or more of th	e following content-spe	ecific pr	actices:		
P2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			MP1. Make sense of problems and persevere in solving them. MP3. Construct viable arguments and critique			SP1. Ask questions and define problems. SP6. Construct explanations and design solutions.		
EP3. Construct valid arguments from evidence and critique the reasoning of others.		reasoning of others.			SP7. Engage in argument from evidence.			
	knowledge from research b and synthesizing ideas fron					SP8. Obtain, evaluinformation.	ate, and communicate	
EP5. Build upon the idea her own ideas when wo	as of others and articulate I	nis or						

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

History/SocialStudies

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

Science/Technical Studies

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

WHST.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

- SL.3* Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
- **L.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.7	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5			
An EL can adapt language	recognize the meaning of some words learned	with emerging control,	with developing control,	with increasing ease,				
choices to purpose, task, and audience when speaking and writing	through conversations, reading, and being read to.	adapt language choices to differer social and academ contents		adapt language choices and style (includes register) according to purpose, task, and audience	 adapt language choices and style according to purpose, task, and audience 			
		• use some words learned through conversations, reading, and being read to.	number of general academic and	use a wider range of general academic and content-specific words and phrases in speech and writing	use a wide variety of general academic and content-specific words and phrases in speech and writing			
	when enga	ging in one or more	of the following content-sp	ecific practices:				
development, organizat the task, purpose, and a	coherent writing in which to ion, and style are approprised and style are approprised and in the contest of the	ate to	end to precision.	SP6. Construct ex solutions. SP8. Obtain, eval	SP1. Ask questions and define problems.SP6. Construct explanations and design solutions.SP8. Obtain, evaluate, and communicate information.			

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

WHST.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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

L.6* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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





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

	Level 1	Level 2		Level 3	Level	4	Level 5	
An EL can	relying heavily on	using context, some		using context, visual	using context,		using context,	
	context, visual aids,	visual a	ids, reference	aids, reference	refere	nce materials,	reference materials,	
determine the	and knowledge of	materia	ıls, and	materials, and a	and ar	increasing	and knowledge of	
meaning of words	morphology in his	knowle	dge of	developing	knowl	edge of English	English morphology,	
and phrases in oral	or her native	morpho	ology in his or	knowledge of	morph	iology,		
presentations and literary and	language,	her nat	ive language,	English morphology,				
informational text	 recognize the 	• determine the meaning of some frequently occurring		• determine the • dete		rmine the	 determine the 	
	meaning of a few			meaning of	meaning of general academic and		meaning of general	
	frequently occurring			frequently occurring			academic and	
	words, phrases, and	words,	phrases, and	words and phrases	conter	nt-specific	content-specific word	
	formulaic	express	ions		words	, phrases	and phrases	
	expressions							
				 determine the 	• dete	rmine the	 determine the 	
				meanings of some		ng of a growing	meaning of figurative	
				idiomatic		er of idiomatic	language (e.g.,	
				expressions	expres	ssions	metaphors, similes,	
							adages, and proverbs	
	in simple oral	in simple oral discourse, read- alouds, and written		in texts about		s about a	_	
	discourse, read-			familiar topics,		of topics,	in texts about a	
	alouds, and written			experiences, or	experiences, or events		variety of topics,	
	texts about familiar		out familiar	events			experiences, or event	
	topics, experiences,		experiences,					
	or events.	or even						
	when enga	ging in or	ne or more of th	e following content-spe	ecific pra	actices:		
EP1. Support analyses of	of a range of grade-level cor	nplex	MP1. Make sen	se of problems and persev	ere	SP1. Ask question	s and define problems.	
texts with evidence.			in solving them.			SP8. Obtain, evaluate, and communicate		
EP6. Use English structures to communicate context-					information.			
specific messages.				wing Grade 8 Literacy in				

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. **Science/Technical Studies**

- **RST.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
- **L.4*** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belliqueent, bellicose, rebel).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- $a.\ Interpret\ figures\ of\ speech\ (e.g.,\ literary,\ biblical,\ and\ mythological\ allusions)\ in\ context.$
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELPC 6-8.9	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	1	Level 5		
An EL can create clear and coherent grade	with support (including context and visual aids), and using non-verbal	with support (including visual aids and modeled sentences),	sentences), • introduce an		duce an	• introduce an		
appropriate speech and text.	communication,		informational topic	intorm	ational topic	informational topic		
una texti	communicate simple information about an event or topic	• communicate simple information about a topic	• present one or two facts about the topic		lop the topic cts and details	develop the topic with facts and details		
		• recount a simple sequence of events in order	• recount a short sequence of events in order	detaile events	ing, middle,	• recount a more detailed sequence of events, with a beginning, middle, and end		
	use a narrow range of vocabulary and syntactically simple sentences	use frequently occurring linking words (e.g., and, then)	• use an increasing range of temporal and other linking words (e.g., next, because, and, also)	words connec and op after a	ransitional and phrases to ct events, ideas, inions (e.g., while, for le, in order to, sult)	use a variety of linking words and phrases to connect ideas, information, or events		
			 provide a concluding statement 	• provi	de a conclusion	provide a concluding statement or section.		
	with limited control.	with emerging control.	with developing control.		creasingly ndent control.			
	when engaging in one	or more of the follow	ving content-specific prac	tices:				
	coherent writing in which ion, and style are approprodience.	iate solving them	uct viable arguments and cri		SP8. Obtain, evaluate, and communicate			
	when engaging in task	ks aligned with the fol	lowing Grade 8 Literacy in	n Content	Area Standards:	<u> </u>		

WHST.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

WHST.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

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

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

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





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

ELPC 6-8.10	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3	Level 4		Level 5			
An EL can	with support (including context	with support (including visual aids	with support (including modeled						
make accurate use of standard English to communicate in	and visual aids),	and modeled sentences),	sentences),						
grade appropriate	recognize and use	recognize and use	• use some relative	• use relative		• use relative			
speech and writing.	a small number of	some frequently	pronouns (e.g.,	pronouns (e.g.,	who,	pronouns (e.g., who,			
	frequently occurring nouns, noun phrases, and verbs	occurring nouns, pronouns, verbs, prepositions,	who, whom, which, that),	whom, which, t	hat),	whom, which, that),			
	piliases, and verbs	adjectives, adverbs,	• use some relative	• use relative a	dverhs	 use relative adverbs 			
		and conjunctions	adverbs (e.g., where, when, why),	(e.g., where, why),	nen,	(e.g., where, when, why)			
						• use prepositional			
			• use some prepositional	• use preposition phrases	onal	phrases			
			phrases	pinases		 use subordinating 			
				• use subordina	ating	conjunctions			
				conjunctions		• use the progressive and perfect verb			
	• understand and	• produce simple	produce and	• produce and		tenses • produce and expand			
	respond to simple	sentences in	expand simple and	simple, compou		simple, compound,			
	questions.	response to prompts.	compound	and a few comp	-	and complex			
	4. 200.00.00		sentences.	sentences.		sentences.			
	when enga	ging in one or more of t							
	coherent writing in which t tion, and style are appropri	he MP6. Attend to				te, and communicate			

EP2. Produce clear and coherent writing in which the	MP6. Attend to precision.	SP8. Obtain, evaluate, and communicate
development, organization, and style are appropriate to		information.
task, purpose, and audience.		
EP6. Use English structures to communicate context-		
specific messages.		

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

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- $b.\ Choose\ among\ simple,\ compound,\ complex,\ and\ compound-complex\ sentences\ to\ signal\ differing\ relationships\ among\ ideas.$
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- L.3* Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- * Strongly applies to literacy in history/social studies and science/technical subjects





Grade Nine-Ten ELA Standards Matrix

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

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

Legend for Domains

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





Grade Nine-Ten

ELP.9-12.1	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3		Level 4	Level 5
An EL can	use a very limited set of strategies to:	use an emerg strategies to:	, ,		use an in of strate	ncreasing range gies to:	use a wide range of strategies to:
construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	• identify a few key words and phrases in oral communications and simple oral and written texts.	• identify the main topic • determ idea or topresent written • retell a few key details in oral presentations and simple oral and written texts. • determ idea or topresent written • explain theme is specific texts		• summarize part of the	ideas or presenta written t analyze developi themes/ cite speevidence to support	e the ment of the	determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis summarize a text.
	when e	ngaging in on	e or more of	I f the following content-s	pecific pr	actices:	
texts with evidence. EP3. Construct valid critique the reasonin EP4. Build and prese integrating, comparir EP5. Build upon the	es of a range of grade-lev arguments from evidence g of others. ent knowledge from resea ng, and synthesizing ideas ideas of others and artico working collaboratively.	e and arch by from texts.	MP1. Make and perseve them.	sense of problems re in solving		SP1. Ask quest define problems	

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

Literature

- **RL.2.** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.3.** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.7.** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

Informational Text

- **RI.2.** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RI.3.** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **RI.7.** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RL.1., Rl.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **SL.2.** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.





Grade Nine-Ten

ELP.9-12.2	By the end of ea	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3		Level 4	Level 5				
An EL can participate in grade- appropriate oral and written exchanges of	 participate in short conversational and written exchanges on familiar topics 	• participate in short conversational and written exchanges on familiar topics and texts	• participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues	conversations, conversations, discussions, and written exchanges on familiar topics, texts, conversations, discussions, and written exchanges on a range of topics, texts, and issues		• participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts, and issues				
information, ideas, and analyses, responding to peer,	present information	• present information and ideas	• build on the ideas of Others	• build Others	on the ideas of	• build on the ideas of Others				
audience, or reader comments and questions	 respond to simple yes/no questions and some wh-questions. 	• respond to simple questions and whquestions	express his or her own ideasask and answer relevant questions	• supp	ort points with c and relevant	 express his or her own ideas clearly and persuasively refer to specific and 				
			add relevant information and evidence		ce nd answer ons to clarify ideas	relevant evidence from texts or research to support his or her ideas • ask and answer questions that probe				
					nclusions	reasoning and claims				
			• restate some of the key ideas expressed.		narize the key expressed.	• summarize the key points and evidence discussed.				
	when enga	ging in one or more of t	he following content-sp	ecific pr	actices:					
EP1. Support analyses of a range of grade-level complex texts with evidence. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		in solving then		vere	SP4. Analyze and s SP6. Construct exposultions.	interpret data. planations and design				
			Grades Nine-Ten Louisi		information.	ate, and communicate				

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

- **W.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **SL.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.





Grade Nine-Ten

ELP.9-12.3	By the end of each	n English language	proficiency level, an	EL can		
	Level 1	Level 2	Level 3		Level 4	Level 5
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	preser	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 presentation compose w information fully develor with relevant 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		a variety of texts, or events.	about a variety of texts, topics, or events.
	when enga	ging in one or more of	the following content-sp	pecific pr	actices:	
texts with evidence. EP2. Produce clear and co	a range of grade-level con oherent writing in which t on, and style are appropri udience.	solving them he MP6. Attend	sense of problems and perse I to precision.	evere in	solutions.	planations and design uate, and communicate

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

- **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **SL.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.





Grade Nine-Ten

ELP.9.12.4	By the end of each	ch English	languag	ge proficiency leve	l, an EL c	an		
	Level 1	Level 2		Level 3	L	evel 4	Level 5	
An EL can construct grade-	• express an opinion about a familiar topic.	construct a about familia		construct a claim about familiar topics	• construct a variety o	a claim about f topics	• construct a substantive claim about a variety of topics	
appropriate oral and written claims and		• introduce t	he topic	• introduce the topic	• introduce	e the topic	• introduce the claim	
support them with reasoning and evidence		• give a reason support the					distinguish it from a counter-claim	
Cvidence	evidence			• provide sufficient reasons or facts to support the claim	reasons or	ogically ordered facts that support the	provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim	
		• provide a c statement.	oncluding	• provide a concluding statement.	• provide a statement.	concluding	• provide a conclusion that summarizes the argument presented.	
	when er	gaging in one	or more o	of the following content	-specific pr	actices:	1	
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			reasoning o		critique	,	nd interpret data. argument from evidence.	
EP3. Construct valid arguments from evidence and critique the reasoning of others.			MP6. Atten	d to precision.		SP8. Obtain, evaluate, and communicate information.		

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

- W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented. Provide a concluding statement or section that follows from and supports the argument presented.
- **SL.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects

EP5. Build upon the ideas of others and articulate his or

EP6. Use English structures to communicate context-

her own ideas when working collaboratively.

specific messages.





Grade Nine-Ten

ELP.9-12.5.	By the end of ea	By the end of each English language proficiency level, an EL can					
	Level 1	Level 2	Level 3	Level 4	Level 5		
An EL can conduct research and evaluate and communicate findings to answer questions or solve problems	gather information from a few provided print and digital sources	gather information from provided print and digital sources	carry out short research projects to answer a question gather information from multiple provided print and digital sources evaluate the	carry out both short and more sustained research projects to answer a question gather and synthesize information from multiple print and digital sources	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		
	• label collected information, experiences, or events.	• summarize data and information.	reliability of each source • paraphrase key information in a short written or oral report	 use search terms Effectively evaluate the reliability of each source 	use advanced search terms effectively evaluate the reliability of each source		
			• include illustrations, diagrams, or other graphics	integrate information into an organized oral or written report	analyze and integrate information into a clearly organized oral or written text		
			• provide a list of sources.	• cite sources appropriately.	• cite sources appropriately.		
		ging in one or more of th		ecific practices:	<u> </u>		

	me or more or the remember may be made up to me pr	
EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP3. Plan and carry out investigations.
texts with evidence.	solving them.	
		SP6. Construct explanations and design
EP4. Build and present knowledge from research by		solutions.
integrating, comparing, and synthesizing ideas from texts		
		SP8. Obtain, evaluate, and communicate
EP5. Build upon the ideas of others and articulate his or		information.
her own ideas when working collaboratively.		
EP6. Use English structures to communicate context-		
specific messages.		

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

- **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- $\textbf{W.9.} \ \textbf{Draw evidence from literary or informational texts to support analysis, reflection, and research.}$
- **SL.4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.





Grade Nine-Ten

ELP.9-12.6.	By the end of e	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3	L	evel 4	Level 5		
An EL can analyze and critique the arguments of others orally and in writing	• identify a point an author or a speaker makes.	identify the argument ar speaker mak identify on an author or gives to suppargument.	e reason a speaker	explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis.	and use of rhetoric ir persuasive texts or speeches, including documents of histori		evidence is sufficient to support the claim, and		
	when e	ngaging in on	ne or more	of the following content	-specific pr	actices:			
	d coherent writing in whation, and style are approfience.		solving the	te sense of problems and peem. struct viable arguments and			ions and define problems. explanations and design		
EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by		reasoning	•	·		argument from evidence. valuate, and communicate			
·	g, and synthesizing ideas					information.			
•	eas of others and articul orking collaboratively.	ate his or							

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

- **RI.8.** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **W.1b.** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- **SL.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





Grade Nine-Ten

ELP.9-12.7.	By the end of e	ach English	h langua	ge proficiency level	l, an EL c	an	
	Level 1	Level 2		Level 3	L	evel 4	Level 5
adapt language choices to purpose, task, and audience when speaking and writing	• recognize the meaning of some words learned through conversations, reading, and being read to.	adapt langua choices to tas audience with emerging conf	k and	adapt language choices and style according to purpose, task, and audience with developing ease	adapt language choices and style according to purpose, task, and audience		adapt language choices and style according to purpose, task, and audience with ease
		use some free occurring generacademic and specific words conversation a discussion.	eral content- s in	• use an increasing number of general academic and content-specific words and expressions in speech and written text	complex ge	ind content-	use a wide variety of complex general academic and content- specific words and phrases
				show developing control of style and tone in oral or written text	adopt and maintain a formal style in speech and writing, as appropriate.		employ both formal and more informal styles effectively, as appropriate.
	when o	engaging in on	e or more	of the following content	-specific pr	actices:	
development, organize the task, purpose, and	d coherent writing in what in an and style are apped audience	MP6. Attend to precision.			SP1. Ask questions and define problems. SP6. Construct explanations and design solutions. SP8. Obtain, evaluate, and communicate information.		
w	hen engaging in tasks	aligned with	the follow	ing Grades Nine-Ten Lou	uisiana Stud	lent Standards	for ELA :

- **W.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **SL.6.** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





Grade Nine-Ten

ELP.9-12.8.	By the end of ea	By the end of each English language proficiency level, an EL can							
	Level 1	Level	2	Level 3		Level 4	Level 5		
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	aids, reference materials, and knowledge of morphology in their native language, ize the of a few ly g words, hrases, and c		using context, some visual aids, reference materials, and a developing knowledge of English morphology (e.g., affixes and root words),	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions		using context, complex visual aids, reference materials, and consistent knowledge of English morphology,		
	• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions			determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions			determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions		
			about familiar in texts about familiar topics, experiences, o		n texts about a variety of topics, experiences, or events.		in texts about a variety of topics, experiences, or events.		
	when enga	ging in or	ne or more of th	ne following content-spo	ecific pra	actices:	1		
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.			MP1. Make sense of problems and persevere in solving them.			SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.			

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

Literature

RL.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Informational Text

RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).





Grade Nine-Ten

	Level 1	Level 2	Level 3	L	evel 4	Level 5
An EL can create clear and coherent grade- appropriate speech and text	with support (including context and visual aids) and non-verbal communication,	with support (including modeled sentences), • recount a short sequence of event order, and	beginning, middle, and end	detailed s events or process, w sequentia	vith a clear	• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order
	 communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences 	• introduce an informational topic informational topic provide one or two facts about the topic use common link words to connect events and ideas (first, next, because)	with facts and details o ic use common transitional words and phrases to connect	an inform with facts evidence • use a va complex t link the m text and s clarify rela among ev	riety of more ransitions to ajor sections of peech and to ationships ents and ideas	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
	with limited control.	with emerging con	trol. with developing contr	section or with incre	statement	section or statement.
	when e	ngaging in one or r	nore of the following cont			
development, organization, and style are appropriate to task, purpose, and audience.			Make sense of problems and ng them. Construct viable arguments a			argument from evidence. valuate, and communicate

- W.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- W.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- SL.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.





Grade Nine-Ten

ELP.9-12.10.	By the end of ea	By the end of each English language proficiency level, an EL can							
	Level 1	Level	2	Level 3		Level 4	Level 5		
An EL can make accurate use of	with support (including modeled sentences)		pport (including d sentences),	with support (including modeled sentences),					
standard English to communicate in grade-appropriate speech and writing	• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions	use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions		 use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) use simple clauses (e.g., independent, dependent, relative, adverbial) 	 use increasingly complex phrases (e.g., noun, verb, adjective, adverbial and participial, prepositional, and absolute) use increasingly complex clauses 		• use complex phrases and clauses		
	• understand and respond to simple questions.		ce simple and nd sentences.	• produce and expand simple, compound and a few complex sentences.	• produce and expand simple, compound, and complex sentences		• produce and expand simple, compound, and complex sentences.		
	when enga	ging in o	ne or more of th	ne following content-spe	ecific pr	actices:			
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.		MP	6. Attend to precision.			aluate, and communicate information.			
•		ned with	the following (Grades Nine-Ten Louisia	ana Stud	lent Standards fo	r ELA :		

- **L.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- **L.3*** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- * Strongly applies to literacy in history/social studies and science/technical subjects





Grade 9-10 Literacy in Content Area Standards Matrix

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

ELP	Connectors	Corresponding LA Student Standards for ELA					
		RH	RST	WHST	SL	٦	
1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	1,2,3,7	1,2,3,7		2		
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions			6	1		
<u>3</u>	speak and write about grade-appropriate complex literary and informational texts and topics			2	4		
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence			1	4	6	
<u>5</u>	conduct research and evaluate and communicate findings to answer questions or solve problems			7,8,9	4		
<u>6</u>	analyze and critique the arguments of others orally and in writing	8	8	1b	3	6	
7	adapt language choices to purpose, task, and audience when speaking and writing			5	6	6	
8	determine the meaning of words and phrases in oral presentations and literary and informational text	4	4			4,5	
<u>9</u>	create clear and coherent grade-appropriate speech and text			1c,2c,4	4,6		
<u>10</u>	make accurate use of standard English to communicate in grade appropriate speech and writing					1,3	

Legend for Domains

RH Reading in History/Social Studies SL Speaking and Listening

RST Reading in Science and Technical Subjects L Language

WST Writing in History/Social Studies, Science and Technical Subjects





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

ELP.9-12.1.	By the end of each	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3		Level 4	Level 5				
An EL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:		increasing range tegies to:	use a wide range of strategies to:				
construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	• identify a few key words and phrases in oral communications and simple oral and written texts.	 identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	 determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts 	ideas of present writter • analy develot themes • cites evident	ze the pment of the	determine central ideas or themes in presentations and written texts analyze the development of the themes/ideas cite specific details and evidence from the texts to support the analysis				
			• summarize part of the text.	• sumn text.	narize a simple	• summarize a text.				
_	when enga	ging in one or more of th	ne following content-sp	ecific pr	actices:					
EP1. Support analyses of a texts with evidence.	a range of grade-level cor	mplex MP1. Make ser solving them	nse of problems and persev	ere in	SP1. Ask question	s and define problems.				
EP3. Construct valid arguic critique the reasoning of										

when engaging in tasks aligned with the following Grades 9-10 Literacy in Content Area Standards:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or

her own ideas when working collaboratively.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

RH.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

SL.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.7 Translate quantitative or technical information expressed in words in a text into visual form(e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.





required to deepen the investigation or complete the task.

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

ELP.9-12.2.	By the end of ea	ch Eng	lish languag	e proficiency level	l, an El	L can	
	Level 1	Level	2	Level 3		Level 4	Level 5
An EL can	 participate in short conversational and written exchanges on 	conversa	pate in short ational and exchanges on	• participate in conversations, discussions, and	conver	cipate in sations, ions, and written	 participate in extended conversations, discussions, and written
participate in grade- appropriate oral and	familiar topics		topics and texts	written exchanges on familiar topics, texts, and issues	exchan	ges on a range of texts, and issues	exchanges on a range of substantive topics, texts, and issues
written exchanges of information, ideas, and analyses, responding to	• present information	• preser	it information s	• build on the ideas of Others	• build Others	on the ideas of	build on the ideas of Othersexpress his or her own
peer, audience, or reader comments and questions	• respond to simple yes/no questions and		nd to simple as and wh-	• express his or her own ideas	• expre ideas c	ess his or her own learly	ideas clearly and persuasively • refer to specific and
•	some wh-questions.	questior	15.	ask and answer relevant questions		ort points with c and relevant ce	relevant evidence from texts or research to support his or her ideas
				add relevant information and evidence	questic	nd answer ons to clarify ideas nclusions	ask and answer questions that probe reasoning and claims
				• restate some of the key ideas expressed.	points	narize the key expressed.	• summarize the key points and evidence discussed.
				e following content-sp			
texts with evidence.	a range of grade-level cor s of others and articulate I king collaboratively.		MP1. Make sen solving them. MP6. Attend to	SP8. Obtain, evaluate, and communicat			planations and design
wl	hen engaging in tasks a	ligned wi	th the following	g Grades 9–10 Literacy	in Conte	information. ent Area Standard	s:
WHST.6 Use technology,	including the Internet, to	produce, p	oublish, and	SL.1* Initiate and par	ticipate e	ffectively in a range	of collaborative
	ed writing products in res		ngoing				d) with diverse partners on
feedback, including new	arguments or information	ı .		grades 11–12 topics, to expressing their own of			others' ideas and
					•		esearched material under
							ing to evidence from texts
				and other research on		or issue to stimulat	te a thoughtful, well-
				reasoned exchange of		-1-21 dama	
				making, set clear goals needed.			scussions and decision- n individual roles as
				c. Propel conversation reasoning and evidence	e; ensure	e a hearing for a full	o questions that probe range of positions on a conclusions; and promote
				divergent and creative	perspect	tives.	•
				claims, and evidence n when possible; and de	nade on a	all sides of an issue;	resolve contradictions

subjects





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

ELP.9-12.3.	By the end of ea	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3		Level 4	Level 5		
An EL can	with support	with suppo	rt (including	with support	• delive	er oral	deliver oral		
speak and write about	(including modeled sentences),	modeled se	entences),	(including modeled sentences),	presen	tations	presentations		
grade-appropriate				,	• comp	oose written	• compose written		
complex literary and informational	• communicate information	• deliver sh Presentation		 deliver short oral Presentations 	inform	ational texts	informational texts		
text sand topics					• deve	lop the topic with	 fully develop the topic 		
·		• compose	written	 compose written 		elevant details,	with relevant details,		
		narratives of information		informational texts	concep inform	ots, examples, and ation	concepts, examples, and information		
				 develop the topic 					
				with a few details	_	rate graphics or nedia when useful	• integrate graphics or multimedia when useful		
	about familiar texts,	about fami	liar texts,						
	topics, and		eriences, or	about familiar texts,	about	a variety of texts,	about a variety of texts,		
	experiences	events		topics, or events.	topics,	or events.	topics, or events.		
	when enga	aging in one	or more of th	ne following content-s	pecific pr	actices:			
EP1. Support analyses of	of a range of grade-level co	omplex N	/P1. Make se	nse of problems and pers	evere in	SP6. Construct explanations and design			
texts with evidence.			solving them.			solutions.			
EP2. Produce clear and	coherent writing in which	the N	MP6. Attend to precision.			SP8. Obtain, evaluate, and communicate			
development, organizati						information.			
appropriate to the task,	purpose, and audience.								

when engaging in tasks aligned with the following Grades 9-10 Literacy in Content Area Standards:

- **WHST.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **SL.4*** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELP.9-12.4.	By the end of eac	h English language	e proficiency level, an E	EL can	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can construct grade- appropriate oral and written claims and support them with reasoning and evidence	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 	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 counter-claim provide a conclusion that summarizes the argument presented.
	when enga	ging in one or more o	f the following content-sp	ecific practices:	
development, organizat task, purpose, and audio EP3. Construct valid ar critique the reasoning o	guments from evidence ar f others.	mP6. Atten	MP3. Construct viable arguments and critique reasoning of others. MP6. Attend to precision.		d interpret data rgument from evidence. luate, and communicate
EP5. Build upon the ide her own ideas when wo	eas of others and articulate rking collaboratively.	e his or			

when engaging in tasks aligned with the following Grades Nine-Ten Louisiana Student Standards for ELA:

WHST.1 Write arguments focused on discipline-specific content.

EP6. Use English structures to communicate context-

specific messages.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.
- **SL.4*** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELP.9-12.5.	By the end of each English language proficiency level, an EL can									
	Level 1	Level 2	Level 3	Level 4	Level 5					
An EL can conduct research and evaluate and communicate findings to answer	 gather information from a few provided print and digital sources label collected information, 	 gather information from provided print and digital sources summarize data and information. 	• carry out short research projects to answer a question	carry out both short and more sustained research projects to answer a question	carry out both short and more sustained research projects to answer a question or solve a problem					
questions or solve problems	experiences, or events.		 gather information from multiple provided print and digital sources 	gather and synthesize information from multiple print and digital sources	gather and synthesize information from multiple print and digital sources					
			 evaluate the reliability of each source paraphrase key information in a short 	use search terms Effectively evaluate the reliability of each source integrate information	use advanced search terms effectively evaluate the reliability of each source					
			written or oral reportinclude illustrations, diagrams, or other graphics	into an organized oral or written report	analyze and integrate information into a clearly organized oral or written text					
			• provide a list of sources.	• cite sources appropriately.	• cite sources appropriately.					

EP1. Support analyses of a range of grade-level complex	MP1. Make sense of problems and persevere in	SP3. Plan and carry out investigations.
texts with evidence.	solving them.	
		SP6. Construct explanations and design
EP4. Build and present knowledge from research by		solutions.
integrating, comparing, and synthesizing ideas from texts.		
		SP8. Obtain, evaluate, and communicate
EP5. Build upon the ideas of others and articulate his or		information.
her own ideas when working collaboratively.		
EP6. Use English structures to communicate context-		
specific messages.		

when engaging in tasks aligned with the following Grades 9-10 Literacy in Content Area Standards:

WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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





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

ELP.9-12.6.	By the end of each English language proficiency level, an EL can							
	Level 1	Level	2	Level 3		Level 4	Level 5	
An EL can analyze and critique the arguments of others orally and in writing	author or a speaker speaker makes. argument an author or speaker makes argument an author or gives to sup claim • identify one reason an		author or a speaker makes. argument an author or speaker makes an author or a speaker gives to support a claim • identify one reason an		and us persua speech docum and lite	rze the reasoning e of rhetoric in sive texts or nes, including nents of historical erary significance, rmine whether the ce is sufficient to rt the claim, and	analyze and evaluate the reasoning and use or rhetoric in persuasive texts, including documents of historical and literary significance. determine whether the evidence is sufficient to support the claim, and	
		author or a speaker gives to support the argument.		to support the analysis.		extual evidence to t the analysis.	• cite specific textual evidence to thoroughly support the analysis.	
	when enga	iging in or	ne or more of th	e following content-sp	ecific pr	actices:		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others.		MP1. Make sense of problems and persevere in solving them.MP3. Construct viable arguments and critique reasoning of others.		vere	SP1. Ask questions and define problems.SP6. Construct explanations and design solutions.SP7. Engage in argument from evidence.			
integrating, comparing,	knowledge from research be and synthesizing ideas from as of others and articulate orking collaboratively.	m texts.				SP8. Obtain, evaluinformation.	ate, and communicate	

when engaging in tasks aligned with the following Grades 9-10 Literacy in Content Area Standards:

History/Social Studies

RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

WHST.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

- **SL.3*** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science/Technical Studies

RST.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.

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





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

ELP.9-12.7.	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can adapt language choices to purpose, task, and audience when speaking and writing	• recognize the meaning of some words learned through conversations, reading, and being read to.	adapt language choices to task and audience with emerging control use some frequently occurring general academic and content-specific words in conversation and discussion.	adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text.	adapt language choices and style according to purpose, task, and audience • use a wider range of complex general academic and content-specific words and phrases • adopt and maintain a formal style in speech and writing, as appropriate.	adapt language choice 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 style effectively, as appropriate.				
	when enga	iging in one or more of th	ne following content-spo	ecific practices:					
development, organizati the task, purpose, and au	oherent writing in which on, and style are appropr udience. res to communicate conte	ate to	precision.	SP6. Construct exsolutions.	ns and define problems. Explanations and design uate, and communicate				

WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- S6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





FI P.9-12.8

K-12 Louisiana Connectors for English Learners

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

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

Level 3	Level 4	Level 5
, and materials, and a developing knowledge of English	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of English morphology,	using context, complex visual aids, reference materials, and consistent knowledge of English morphology,
of frequently meaning of general academic and content-specific words and phrases and frequently occurring expressions	• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions	determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions
periences, or topics, experiences, or	in texts about a variety of topics, experiences, or events.	in texts about a variety of topics, experiences, or events.
e or more of the following content-spec	cific practices:	1
MP1. Make sense of problems and persevere in solving them.	·	s and define problems. late, and communicate
		SP8. Obtain, evalu

when engaging in tasks aligned with the following Grades 9–10 Literacy in Content Area Standards:

History/Social Studies

RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

- L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Science/Technical Subjects

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.





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

ELP.9-10.9.	By the end of ea	cn English languag	je proficiency level,	an EL C	can	
	Level 1	Level 2	Level 3		Level 4	Level 5
An EL can with support (including context and visual aids) and non-verbal appropriate communication,		with support (including modeled sentences),				
speech and text	• communicate basic information about an event or topic	• recount a short Sequence of events in order, and	 recount a sequence of events, with a beginning, middle, and end 	detailed events of process	nt a longer, more d sequence of or steps in a s, with a clear	• recount a complex and detailed sequence of events or steps in a process, with an
	use a narrow range of vocabulary and custostically simple	• introduce an informational topic	• introduce and develop an informational topic	chronol	tial or logical structure	effective sequential or chronological order
syntactically simple sentences	• provide one or two facts about the topic	with facts and details	an infor	luce and develop rmational topic cts, details, and	• introduce and effectively develop an informational topic with	
		• use common linking words to connect events	• use common transitional words and phrases to connect	evidend	ce variety of more	facts, details, and evidence
		and ideas (e.g., first, next, because)	events, ideas, and opinions (e.g., after a	comple	x transitions to major sections of	 use complex and varied transitions to link the
		• provide a conclusion	while, for example, as a result	clarify r	d speech and to elationships events and ideas	major sections of text and speech and to clarify relationships among
				• provide a concluding section or statement		events and ideas
	with limited control.	with emerging control.	with developing control.		creasingly ndent control.	• provide a concluding section or statement.
	when en	l gaging in one or more of	the following content-sp	 ecific pra	nctices:	
development, organi	nd coherent writing in whic	h the MP1. Make s solving them	iense of problems and persev uct viable arguments and crit	ere in	SP7. Engage in arg	gument from evidence. Jate, and communicate
	when engaging in tasl	s aligned with the follow	ving Grades 9–10 Literacy	in Conte	ent Area Standard	ds:

WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

- **SL.4*** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

ELP.9-12.10.	By the end of each English language proficiency level, an ELL can							
	Level 1	Level 2	Le	evel 3		Level 4	Level 5	
An ELL can make accurate use of standard English to	with support including modeled sentences)	with support (including modeled sentences),		ith support ncluding modeled ntences),				
communicate in grade-appropriate speech and writing	 recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions understand and respond to simple questions. 	adjectives, advergence prepositions, ar conjunctions • produce simple	use frequently ccurring verbs, nouns, djectives, adverbs, repositions, and • use s (e.g., r adject prepositions		complete noun, value adverb participand about the use in complete production of the	oial, prepositional,	 use complex phrases and clauses produce and expand simple, compound, and complex sentences. 	
	when enga	ging in one or m	nore of the fo	ollowing content-spe	ecific pra	actices:		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP6. Use English structures to communicate context-specific messages.			. Attend to pred	cision.		SP8. Obtain, evaluinformation.	ate, and communicate	
	vhon ongoging in tacks	alianad with the	o following C	radas 0. 10 Litarası	in Cont	ont Aron Standar	de.	

when engaging in tasks aligned with the following Grades 9-10 Literacy in Content Area Standards:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
- **L.3*** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- * Strongly applies to literacy in history/social studies and science/technical subjects





Grade Eleven-Twelve ELA Standards Matrix

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

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

Legend for Domains

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





Grade Eleven-Twelve

ELP.9-12.1.	By the end of each English language proficiency level, an EL can								
	Level 1 Level 2 Level 3 Level 4		Level 4	Level 5					
An EL can	use a very limited set	ed set use an emerging set of		use a developing set	use an	increasing range	use a wide range of		
	of strategies to:	strategies	to:	of strategies to:	of strat	egies to:	strategies to:		
construct meaning									
from oral	 identify a few key 	identify	the main	 determine the 	• deter	mine two central	 determine central ideas 		
presentations and	words and phrases in	topic		central idea or theme	ideas o	r themes in oral	or themes in		
literary and	oral communications			in oral presentations	presen	tations and	presentations and		
informational text	and simple oral and	• retell a f	few key details	and written texts	writter	texts	written texts		
through grade-	written texts.	in oral pre	esentations						
appropriate		and simpl	e oral and	 explain how the 	analyze the		analyze the		
listening, reading, and		written te	exts.	theme is developed by	develo	pment	development of the		
viewing				specific details in the texts	of the t	themes/ideas	themes/ideas		
					• cite s	pecific details and	 cite specific details and 		
				 summarize part of 	eviden	ce from the texts	evidence from the texts		
				the text.	to supp	oort the analysis	to support the analysis		
					• sumn	narize a simple	• summarize a text.		
					text.				
	when enga	ging in one	or more of th	e following content-sp	ecific pr	actices:			
EP1. Support analyses of texts with evidence.	of a range of grade-level co	-	MP1. Make ser and persevere i	•		SP1. Ask questio define problems.	ns and		

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

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

them.

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

Literature

- RL.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL.1., RI.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Informational Text

- RI.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.





Grade Eleven-Twelve

ELP.9-12.2.	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can participate in grade- appropriate oral and writ n exchanges of	• participate in short conversational and written exchanges on familiar topics	• participate in short conversational and written exchanges on familiar topics and texts	• participate in conversations, discussions, and written exchanges on familiar topics, texts, and issues	• participate in conversations, discussions, and written exchanges on a range of topics, texts, and issues	 participate in extended conversations, discussions, and written exchanges on a range of substantive topics, texts and issues 				
information, ideas, and analyses, responding to peer,	present information	• present information and ideas	• build on the ideas of Others	• build on the ideas of Others	• build on the ideas of Others				
audience, or reader comments and questions	 respond to simple yes/no questions and some wh-questions 	• respond to simple questions and whquestions	express his or her own ideas	• express his or her own ideas clearly	 express his or her own ideas clearly and persuasively 				
			ask and answer relevant questions	• support points with specific and relevant evidence	• refer to specific and relevant evidence from				
			 add relevant information and evidence 	• ask and answer questions to clarify ideas	texts or research to support his or her ideas				
			• restate some of the key ideas expressed.	and conclusionssummarize the key	 ask and answer questions that probe reasoning and claims 				
				points expressed.	 summarize the key points and evidence discussed. 				
	when enga	ging in one or more of th	ne following content-sp	ecific practices:					
texts with evidence.	of a range of grade-level co	solving them.	nse of problems and perse	·	d interpret data. explanations and design				
her own ideas when wo	rking collaboratively.				aluate, and communicate				

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- **W.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **SL.1.** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.





Grade Eleven-Twelve

ELP.9-12.3.	By the end of ea	ch English langua	ge proficiency leve	el, an EL can	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can	with support	with support (including	vith support (including with support • deliver of		deliver oral
	(including modeled	modeled sentences),	(including modeled	presentations	presentations
speak and write	sentences),		sentences),		
about grade-				 compose written 	 compose written
appropriate	 communicate 	 deliver short oral 	 deliver short oral 	informational texts	informational texts
complex literary	Information	Presentations	Presentations		
and informational				 develop the topic with 	 fully develop the topic
texts and topics		 compose written 	 compose written 	some relevant details,	with relevant details,
		narratives or	informational texts	concepts, examples, and	concepts, examples, and
		informational texts		information	information
			 develop the topic 		
			with a few details	 integrate graphics or 	 integrate graphics or
				multimedia when useful	multimedia when useful
	about familiar texts,	about familiar texts,	about familiar texts,	about a variety of texts,	about a variety of texts,
	topics, and	topics, experiences, or	topics, or events.	topics, or events.	topics,
	experiences.	events.			or events.
	when enga	ging in one or more of t	he following content-s	pecific practices:	
EP1. Support analyses	of a range of grade-level co	omplex MP1. Make se	nse of problems and	SP6. Construct	explanations and design
texts with evidence.		persevere in so	persevere in solving them.		
EP2. Produce clear and	d coherent writing in which	the MP6. Attend t	o precision.	SP8. Obtain, ev	aluate, and communicate
development, organiza	tion, and style are appropri	ate to		information.	
the task, purpose, and a	audience.				

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- **W.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- **W.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.





Grade Eleven-Twelve

ELP.9-12.4.	By the end of ea	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2		Level 3		Level 4	Level 5			
An EL can construct grade-	express an opinion about a familiar topic.	construct a claim about familiar topics		construct a claim about familiar topics	• construct a claim about a variety of topics		• construct a substantive claim about a variety of topics			
appropriate oral and written claims and support them with reasoning and evidence		• introduce	the topic	• introduce the topic	• intro	duce the topic	introduce the claim distinguish it from a counter-claim			
	support the claim reasons or facts to order support the claim that		ordere	de logically d reasons or facts fectively support im	provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim					
		• provide a c statement.		• provide a concluding statement.	statem		• provide a conclusion that summarizes the argument presented.			
	when enga	iging in one o	or more of th	ne following content-sp	ecific pr	actices:				
	coherent writing in which t ion, and style are appropri ence.	ate to re	easoning of ot		ique	SP4. Analyze and i	interpret data. gument from evidence.			
EP3. Construct valid arguments from evidence and critique the reasoning of others.			I P6. Attend to	precision.		SP8. Obtain, evaluinformation.	ate, and communicate			
EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		his or								
EP6. Use English structu	res to communicate conte	xt-								

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- W.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.
- **SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.



specific messages.



Grade Eleven-Twelve

ELP.9-12.5.	By the end of ea	ch English langua	ge proficiency leve	l, an EL can	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can conduct research and evaluate and communicate findings	• gather information from a few provided print and digital sources	• gather information from provided print and digital sources	• carry out short research projects to answer a question	• carry out both short and more sustained research projects to answer a question	• carry out both short and more sustained research projects to answer a question or solve a problem
to answer questions or solve problems	• label collected information, experiences, or events.	• summarize data and information.	 gather information from multiple provided print and digital sources 	 gather and synthesize information from multiple print and digital sources use search terms Effectively 	 gather and synthesize information from multiple print and digital sources use advanced search
			 evaluate the reliability of each source 	evaluate the reliability of each source	evaluate the reliability of each source
			 paraphrase key information in a short written or oral report include illustrations, diagrams, or other graphics 	• integrate information into an organized oral or written report	 analyze and integrate information into a clearly organized oral or written text
			• provide a list of sources.	• cite sources appropriately.	• cite sources appropriately.
	when enga	ging in one or more of t	he following content-sp	ecific practices:	
EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		persevere in so by m texts.	ense of problems and polving them.	SP6. Construct e solutions.	explanations and design

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- **W.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **W.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **W.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



specific messages.

EP6. Use English structures to communicate context-



Grade Eleven-Twelve

ELP.9-12.6.	By the end of ea	By the end of each English language proficiency level, an EL can						
	Level 1	Level 2		Level 3	Level 4		Level 5	
An EL can analyze and critique the arguments of others orally and in writing	• identify a point an author or a speaker makes.	identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument.		• explain the reasons an author or a speaker gives to support a claim • cite textual evidence to support the analysis.	• analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, • determine whether the evidence is sufficient to support the claim, and • cite textual evidence to		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	
					suppor	t the analysis.	evidence to thoroughly support the analysis.	
	when enga	ging in one	e or more of th	e following content-spe	ecific pra	actices:	, , ,	
	coherent writing in which on, and style are appropriance.		MP1. Make ser in solving them.	nse of problems and perse	vere		ns and define problems.	
EP3. Construct valid arguments from evidence and critique the reasoning of others.			MP3. Construct viable arguments and critique reasoning of others.			solutions.		
EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.							gument from evidence. luate, and communicate	

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- **RI.8.** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
- **W.1b.** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **SL.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





Grade Eleven-Twelve

By the end of each English language proficiency level, an EL can						
Level 1	Level 2	Level 3	Level 4	Level 5		
• recognize the meaning of some words learned through emerging co task, and audience when speaking and writing • recognize the meaning of some words learned through emerging co tuse some for occurring ge academic an specific words.		adapt language choices and style according to purpose, task, and audience with developing ease use an increasing number of general academic and content-specific words and expressions in speech and written text show developing control of style and tone in oral or written text.	adapt language choices and style according to purpose, task, and audience use a wider range of complex general academic and content-specific words and phrases adopt and maintain a formal style in speech and writing, as appropriate.	adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific words and phrases employ both formal and more informal styles effectively, as appropriate.		
when enga	aging in one or more of th	ne following content-sp	ecific practices:			
on, and style are appropr udience.	iate to	o precision.	SP6. Construct e solutions.	SP8. Obtain, evaluate, and communicate		
	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. when engage coherent writing in which on, and style are appropriation.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. when engaging in one or more of tle coherent writing in which the on, and style are appropriate to • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion. MP6. Attend to	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • use some frequently occurring general academic and content-specific words in conversation and discussion. • 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. • when engaging in one or more of the following content-specific. • 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. • when engaging in one or more of the following content-specific words and tone in oral or written text. • when engaging in one or more of the following content-specific words and tone in oral or written text.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • use some frequently occurring general academic and content-specific words in conversation and discussion. • when engaging in one or more of the following content-specific processors and style and tone in oral or written text. • when engaging in one or more of the following content-specific processors and style according to purpose, task, and audience with developing ease of the purpose, task, and audience with developing ease of the purpose, task, and audience of the purpose, task, and audience with developing ease of the purpose, task, and audience of the purpose		

- W.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





Grade Eleven-Twelve

ELP.9-12.8.	By the end of each English language proficiency level, an EL can							
	Level 1	Level	2	Level 3	Level 4		Level 5	
determine the meaning of words and phrases in oral presentations	context, visual aids, and knowledge of morphology in their native language, • recognize the meaning of a few frequently occurring words, simple phrases, and aids, refer materials, knowledg morphologing in their na language, • determing meaning of frequer		ls, and lge of	using context, some visual aids, reference materials, and a developing knowledge of English	using context, increasingly complex visual aids, reference materials, and an increasing knowledge		using context, complex visual aids, reference materials, and consister knowledge of English morphology,	
in oral presentations and literary and informational text			morphology (e.g., affixes and root words), nine the ently occurring obrases, and morphology (e.g., affixes and root words), • determine the meaning of general academic and	of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions		determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions		
	in texts about familiar topics, events. xperiences, or		about familiar experiences, or	in texts about familiar topics, experiences, or events.	in texts about a variety of topics, experiences, or events.		in texts about a variety of topics, experiences, or events.	
	when enga	l ging in or	ne or more of th	ine following content-sp	ecific pr	actices:		
EP1. Support analyses of a range of grade-level complex texts with evidence. EP6. Use English structures to communicate context-specific messages.			MP1. Make sense of problems and persevere in solving them.			SP1. Ask questions and define problems. SP8. Obtain, evaluate, and communicate information.		

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

Literature

- **RL.4.** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **L.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Informational Text

RI.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).





Grade Eleven-Twelve

By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3		Level 4	Level 5	
An EL can create clear and coherent grade-appropriate speech and text	with support (including context and visual aids) and non-verbal communication, • communicate basic information about an event or topic • use a narrow range	with support (includin modeled sentences), • recount a short sequence of events in order, and • introduce an	• recount a sequence of events, with a beginning, middle, and end	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		• recount a complex and detailed sequence of events or steps in a process, with an	
	• use a narrow range of vocabulary and syntactically simple sentences	infroduce an informational topic provide one or two facts about the topic use common linking words to connect events and ideas (e.g. first, next, because)	introduce and develop an informational topic with facts and details use common transitional words and			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.	
	with limited control.	with emerging control	with developing control.		creasingly ndent control.		
	when enga	ging in one or more o	f the following content-sp	ecific pra	actices:		
EP2. Produce clear and development, organizar appropriate to task, put		solving then MP3. Const	· · · · · · · · · · · · · · · · · · ·			rgument from evidence. luate, and communicate	

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- **W.1c.** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **W.2c.** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **W.3c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- W.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **SL.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- SL.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.





Grade Eleven-Twelve

By the end of each English language proficiency level, an EL can						
	Level 1	Level 2	Level 3	Level 4	Level 5	
make accurate use of standard English to communicate in grade-appropriate speech and writing	with support (including modeled sentences), arate use of English to cate in seropriate d frequently occurring described with support (including modeled sentences) • recognize and use a small number of frequently occurring verbs, no adjectives, adverbility occurring described with support (including modeled sentences).		with support including modeled sentences), • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences. • 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.		use complex phrases and clauses produce and expand simple, compound, and complex sentences.	
	when enga	ging in one or more of th	ne following content-spo	ecific practices:		
development, organizati task, purpose, and audie	coherent writing in which on, and style are appropria nce. ures to communicate conto	ate to	o precision.	SP8. Obtain, eva information.	luate, and communicate	

when engaging in tasks aligned with the following Grades Eleven-Twelve Louisiana Student Standards for ELA:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
- **L.3.** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.





Grade 11-12 Literacy in Content Area Standards Matrix

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

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

Legend for Domains

RH Reading in History/Social Studies SL Speaking and Listening

RST Reading in Science and Technical Subjects **L** Language **WST** Writing in History/Social Studies, Science and Technical Subjects





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

ELP.9-12.1.	By the end of ea	By the end of each English language proficiency level, an EL can								
	Level 1	Level 2	Level 3	Level 4	Level 5					
An EL can	use a very limited set of strategies to:	use an emerging set of strategies to:	use a developing set of strategies to:	use an increasing range of strategies to:	use a wide range of strategies to:					
construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	• identify a few key words and phrases in oral communications and simple oral and written texts.	 identify the main topic retell a few key details in oral presentations and simple oral and written texts. 	 determine the central idea or theme in oral presentations and written texts explain how the theme is developed by specific details in the texts 	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	 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 part of the text.	• summarize a simple text.	• summarize a text.					
	when enga	ging in one or more of t	he following content-sp	ecific practices:						
texts with evidence.	of a range of grade-level co	solving them.	nse of problems and perse	vere in SP1. Ask question	ons and define problems.					

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

EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. **EP5.** Build upon the ideas of others and articulate his or her own ideas when working collaboratively.

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:

History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

SL.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Science/Technical Subjects

RST.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

RST.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.





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

	Level 1	Level 2		Level 3		Level 4	Level 5
An EL can	participate in short conversational and	participate in conversation	al and	• participate in conversations,	conver	•	• participate in extended conversations,
participate in grade- appropriate oral and written exchanges of information, ideas,	written exchanges on familiar topics	written excha familiar topic	-	discussions, and written exchanges on familiar topics, texts, and issues	exchan	ions, and written ges on a range of texts, and issues	discussions, and written exchanges on a range of substantive topics, texts, and issues
and analyses, responding to peer, audience, or reader	• present information	• present info and ideas	ormation	• build on the ideas of Others	• build Others	on the ideas of	• build on the ideas of Others
comments and questions	 respond to simple yes/no questions and some wh-questions. 	 respond to a questions and questions. 	•	• express his or her own ideas	• expre	ss his or her own early	 express his or her own ideas clearly and persuasively
				• ask and answer relevant questions		ort points with and relevant ce	• refer to specific and relevant evidence from texts or research to support his or her ideas
				 add relevant 		nd answer	
				information and evidence		ons to clarify ideas nclusions	ask and answer questions that probe reasoning and claims
				• restate some of the key ideas expressed.		narize the key expressed.	• summarize the key points and evidence discussed
	when enga	ging in one or	r more of th	e following content-sp	ecific pra	actices:	
EP1. Support analyses of texts with evidence.	f a range of grade-level cor	•	P1. Make sen ving them.	se of problems and persev	vere in	SP4. Analyze and i SP6. Construct exposulations.	nterpret data. Dlanations and design
EP5. Build upon the idea her own ideas when wor	s of others and articulate h	his or MP	P6. Attend to	precision.			ate, and communicate

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:

WHST.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- **SL.1*** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. Respond thoughtfully to diverse perspectives, synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task
- Strongly applies to literacy in history/social studies and science/technical subjects.





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

ELP.9-12.3.	By t	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2	Level 3	Level 4	Level 5				
An EL can speak and write about	with support (including modeled sentences),	with support (including modeled sentences),	with support including modeled sentences),	deliver oral presentations	deliver oral presentations				
grade-appropriate complex literary and informational texts and	modeled sentences,	• deliver short oral Presentations	• deliver short oral Presentations	• compose written informational texts	• compose written informational texts				
topics	• communicate Information	• compose written narratives or informational texts	 compose written informational texts develop the topic with a few details 	 develop the topic with some relevant details, concepts, examples, and information integrate graphics or 	with relevant details,				
				Multimedia a when useful	multimedia when useful				
	about familiar texts, topics, and experiences.	about familiar texts, topics,	about familiar texts, topics or events.	about a variety of texts, topics, or events.	about a variety of texts, topics, or events.				
	when enga	ging in one or more of th	ne following content-sp	ecific practices:					
EP1. Support analyses of		 	nse of problems and persev	<u> </u>	explanations and design				

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

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

solving them.

MP6. Attend to precision.

solutions.

SP8. Obtain, evaluate, and communicate information.

when engaging in tasks aligned with the following Grades 11-12 Literacy in Content Area Standards:

WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- * Strongly applies to literacy in history/social studies and science/technical subjects





12: Connector (w/l iteracy in Content Area Correspondences)

ELP.9-12.4.	By t	By the end of each English language proficiency level, an EL can							
	Level 1	Level 2		Level 3		Level 4	Level 5		
An EL can	express an opinion about a familiar		uct a claim imiliar topics	construct a claim about familiar topics		ict a claim about of topics	construct a substantive claim about a variety of		
construct grade- appropriate oral and written claims and	topic.	• introd	uce the topic	• introduce the topic	• introdu	ice the topic	• introduce the claim		
support them with		• give a	reason to	• provide sufficient	• provide	logically			
reasoning and evidence			the claim	reasons or facts to support the claim		reasons or facts ctively support	distinguish it from a counterclaim provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim		
		• provid stateme	e a concluding ent.	• provide a concluding statement.	• provide statemen	e a concluding nt.	• provide a conclusion that summarizes the argument presented.		
	when enga	aging in or	ne or more of t	he following content-sp	ecific prac	tices:			
	coherent writing in which tion, and style are approprence.		MP3. Construction critique reason MP6. Attend to	-			interpret data. gument from evidence. uate, and communicate		

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

EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively. EP6. Use English structures to communicate contextspecific messages.

information.

when engaging in tasks aligned with the following Grades 11-12 Literacy in Content Area Standards:

WHST.1 Write arguments focused on discipline-specific content.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.
- SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- * Strongly applies to literacy in history/social studies and science/technical subjects





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

By th	ne end of	f each Engl	ish language prof	iciency	/ level, an EL o	can
Level 1	Level 2		Level 3		Level 4	Level 5
gather information from a few provided print and digital sources label collected information, experiences, or events.	from provi digital sou • summari	ided print and Irces ize data and	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.	and more researce answer egather information sources effective evalue of each integrinto an written ecite so	ore sustained ch projects to r a question or and synthesize ation from e print and digital search terms rely ate the reliability a source rate information organized oral or a report ources	carry out both short and more sustained research projects to answer a question or solve a problem gather and synthesize information from multiple print and digital sources use advanced search terms effectively evaluate the reliability of each source analyze and integrate information into a clearly organized oral or written text cite sources appropriately.
when engag	ging in one	or more of th	e following content-sp	ecific pra	actices:	, , ,
EP1. Support analyses of a range of grade-level complex texts with evidence. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or			•		SP6. Construct exp solutions.	y out investigations. planations and design ate, and communicate
	Level 1 • gather information from a few provided print and digital sources • label collected information, experiences, or events. when engage a range of grade-level corrections will be a synthesizing ideas from the synthesiz	Level 1 • gather information from a few provided print and digital sources • label collected information, experiences, or events. when engaging in one a range of grade-level complex owledge from research by and synthesizing ideas from texts.	Level 1 • gather information from a few provided print and digital sources • label collected information, experiences, or events. when engaging in one or more of the a range of grade-level complex owledge from research by and synthesizing ideas from texts. Level 2 • gather information from provided print and digital sources • summarize data and information MP1. Make sense persevere in solutions of others and articulate his or	• gather information from a few provided print and digital sources • label collected information, experiences, or events. • when engaging in one or more of the following content-sput of synthesizing ideas from texts. • gather information from provided print and digital sources • summarize data and information • 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. MP1. Make sense of problems and persevere in solving them.	• gather information from a few provided print and digital sources • label collected information, experiences, or events. • when engaging in one or more of the following content-specific practa arange of grade-level complex of others and articulate his or	* gather information from a few provided print and digital sources * label collected information, experiences, or events. * when engaging in one or more of the following content-specific practices: * when engaging in one or more of the following content-specific practices: * gather information from provided print and digital sources * summarize data and information * gather information research projects to answer a question * gather information * gather information research projects to answer a question * gather information * gather information research projects to answer a question * gather information * gather information * gather information research projects to answer a question * gather information * gather information *

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:

WHST.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

SL.4* Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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

EP6. Use English structures to communicate context-

specific messages





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

ELP.9-12.6.	By the end of ea	ch English languag	e proficiency level	, an EL can	
	Level 1	Level 2	Level 3	Level 4	Level 5
An EL can analyze and critique the arguments of others orally and in writing	• identify a point an author or a speaker makes.	identify the main argument an author or speaker makes identify one reason an author or a speaker gives to support the argument.	explain the reasons an author or a speaker gives to support a claim cite textual evidence to support the analysis.	analyze the reasoning and use of rhetoric in persuasive texts or speeches, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite textual evidence to support the analysis.	 analyze and evaluate the reasoning and use of rhetoric in persuasive texts, including documents of historical and literary significance, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.
	when enga	ging in one or more of th	ne following content-sp	ecific practices:	
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. EP3. Construct valid arguments from evidence and critique the reasoning of others. EP4. Build and present knowledge from research by integrating, comparing, and synthesizing ideas from texts. EP5. Build upon the ideas of others and articulate his or her own ideas when working collaboratively.		in solving them MP3. Construct critique reasoni y n texts.	viable arguments and	SP6. Construct ex solutions. SP7. Engage in ar	is and define problems. planations and design gument from evidence. uate, and communicate

when engaging in tasks aligned with the following Grades 11-12 Literacy in Content Area Standards:

History/Social Studies

RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

WHST.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

- **SL.3*** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **L.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Science/Technical Studies

RST.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or Challenging conclusions with other sources of information.





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

P.9-12.7. By the end of each English language proficiency level, an EL car						
Level 1	Level 2		Level 3		Level 4	Level 5
recognize the meaning of some words learned through conversations, reading, and being read to.	choices audienc emergin • use so occurrin academ specific convers	to task and e with g control me frequently g general ic and content- words in ation and	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	and sty purpos audiend use a comple acaden specific phrase: adopt formal and wr	ele according to e, task, and ce wider range of ex general nic and content- ex words and s t and maintain a estyle in speech iting, as	adapt language choices and style according to purpose, task, and audience with ease use a wide variety of complex general academic and content-specific phrases employ both formal and more in formal styles effectively, as appropriate.
when enga	ging in or	ne or more of th	ne following content-sp	ecific pra	actices:	
on, and style are appropri Idience.	ate to	MP6. Attend to	precision.		SP6. Construct ex solutions.	s and define problems. planations and design late, and communicate
	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. when engatherent writing in which ton, and style are appropridience.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • when engaging in or otherent writing in which the ton, and style are appropriate to	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. when engaging in one or more of the one, and style are appropriate to didience. • adapt language choices to task and audience with emerging control • use some frequently occurring general academic and content-specific words in conversation and discussion. MP6. Attend to didience.	Level 1 - recognize the meaning of some words learned through conversations, reading, and being read to. - use some frequently occurring general academic and content-specific words in conversation and discussion. - use an increasing number of general academic and content-specific words in conversation and discussion. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific. - when engaging in one or more of the following content-specific.	Level 1 • recognize the meaning of some words learned through conversations, reading, and being read to. • use some frequently occurring general academic and content-specific words in conversation and discussion. • when engaging in one or more of the following content-specific productions and style and sudience 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 • when engaging in one or more of the following content-specific productions. • MP6. Attend to precision.	* recognize the meaning of some words learned through conversations, reading, and being read to. * when engaging in one or more of the following content-specific practices: * adapt language choices to task and audience with emerging control * adapt language choices and style according to purpose, task, and audience with developing ease * use a wider range of complex general academic and content-specific words in conversation and discussion. * show developing control of style and tone * when engaging in one or more of the following content-specific practices: * 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 * 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 * when engaging in one or more of the following content-specific practices: * SP1. Ask question of the solutions. * SP6. Construct expolutions. *

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:

WHST.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

S6* Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

L.6* Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.





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

	Level 1	Level 2		Level 3		Level 4	Level 5
An EL can determine the meaning of words and phrases in oral presentations	relying heavily on context, visual aids, and knowledge of morphology in their native language,	aids, ref materia knowled	ls, and	using context, some visual aids, reference materials, and a developing knowledge of English morphology	using context, increasingly complex visual aids, reference materials, and an increasing knowledge of		using context, complex visual aids, reference materials, and consistent knowledge of English morphology,
and literary and informational text .		native la	0,	(e.g., affixes and root words),		morphology,	
	• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions	,	g of frequently g words, , and	determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions	of gene content and phr and con languag	mine the meaning ral academic and c-specific words rases, figurative motative ge, and a growing r of idiomatic ions	determine the meaning of general academic and content-specific words and phrases, figurative and connotative language (e.g., irony, hyperbole), and idiomatic expressions
	in texts about familiar topics, experiences, or events.		about familiar experiences, or	in texts about familiar topics, experiences, or events.	,		in texts about a variety of topics, experiences, or events.
	when enga	ging in or	ne or more of tl	he following content-sp	ecific pra	ctices:	I.
texts with evidence.	a range of grade-level cor		MP1. Make ser persevere in so	nse of problems and solving them.	-		s and define problems. uate, and communicate

EP6. Use English structures to communicate contextspecific messages.

information.

when engaging in tasks aligned with the following Grades 11-12 Literacy in Content Area Standards:

Literature

RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

- L.4* Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

Informational Text

RST.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.





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

ELP.9-12.9.	By th	ne end	of each Eng	lish language profi	ciency	y level, an EL o	can
	Level 1	Level 2		Level 3		Level 4	Level 5
create clear and coherent grade-appropriate speech and text	(including context and visual aids) ent grade- and non-verbal communication,		port (including I sentences),	 recount a sequence of events, with a beginning, middle, and end 	detaile events proces sequer	unt a longer, more and sequence of or steps in a s, with a clear and or old structure	recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order
	communicate basic information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control.	• introdu informati • provide facts about • use con words to events a first, because	e one or two out the topic mmon linking o connect nd ideas (e.g., next,	introduce and develop an informational topic with facts and details use common transitional words and phrases to connect events, ideas, and opinions (e.g., after a while, for example, as a result) provide a conclusion with developing control.	an info with fa eviden • use a comple link the text an clarify among • provi section	duce and develop rmational topic cts, details, and ce variety of more ex transitions to emajor sections of despeech and to relationships events and ideas de a concluding or statement creasingly indent control.	introduce and effectively develop an informational topic with facts, details, and evidence use complex and varied transitions to link the major sections of text and speech and to clarify relationships among events and ideas provide a concluding section or statement.
	when enga	ging in or	ne or more of th	ne following content-spe	ecific pr	actices:	
EP2. Produce clear and co development, organizatio task, purpose, and audien	herent writing in which the n, and style are appropria	he	MP1. Make sen solving them.	ise of problems and persev	ere in	SP7. Engage in arg	gument from evidence. uate, and communicate
when	engaging in tasks align	ed with t	he following G	rades 11–12 Literacy in	Content	t Area Standards:	

WHST.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

WHST.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

SL.4* Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

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





task, purpose, and audience.

specific messages

EP6. Use English structures to communicate context-

K-12 Louisiana Connectors for English Learners

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

ELP.9-12.10.	Ву	the end of each Er	nglish language prof	iciency level, an EL	can			
	Level 1	Level 2	Level 3	Level 4	Level 5			
An EL can make accurate use of standard English to communicate in grade-appropriate speech and writing	with support (including modeled sentences), • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions • understand and respond to simple questions.	with support (including modeled sentences), • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions • produce simple and compound sentences.	with support (including modeled sentences), • use simple phrases (e.g., noun, verb, adjective, adverbial, prepositional) • use simple clauses (e.g., independent, dependent, relative, adverbial) • produce and expand simple, compound and a few complex sentences.	 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. 	 use complex phrases and Clauses produce and expand simple, compound, and complex sentences. 			
	when e	ngaging in one or more	of the following content-s	specific practices:	<u>I</u>			
	when engaging in one or more of the following content-specific practices: EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to development. By 8. Obtain, evaluate, and communicate information.							

when engaging in tasks aligned with the following Grades 11–12 Literacy in Content Area Standards:

- L.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
- **L.3*** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- * Strongly applies to literacy in history/social studies and science/technical subjects





Proficiency Level Descriptors for English Language Proficiency Connectors

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

Proficiency Level Descriptor Summaries

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

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

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

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

		By the end of each ELP level, an ELL can										
	Level 1	Level 2	Level 3	Level 4	Level 5							
Proficiency Level Descriptors Summaries	show limited control of English when participating in grade-appropriate classroom activities convey simple information, using simply constructed phrases and sentences with a limited range of vocabulary	show emerging control of English when participating in grade-appropriate classroom activities • convey briefly sequenced and/or simply detailed information, using combinations of simple sentence structures and simple vocabulary	show developing control of English when participating in grade-appropriate classroom activities use related paragraphs to convey related events, ideas, and/or opinions, using frequently occurring complex sentence structures and a developing vocabulary	show increasingly independent control of English when participating in gradeappropriate classroom activities convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary	• show independent control of English when participating in grade-appropriate classroom activities • convey a complex sequence of events, ideas, opinions, and/or steps in a process, using a wide variety of complex and sophisticated, descriptive sentence structures and a wide vocabulary							

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

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



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



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

Detailed Proficiency Level Descriptors

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

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

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

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

	By the end of each ELP level, an ELL can						
	Level 1	Level 2	Level 3	Level 4	Level 5		
What is the amount of content-specific language that can be quickly processed or easily	• simple information about an event, experience, and/or topic	a brief sequence of events in order and/or introduction of a topic with supporting details	• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced)	• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation)	complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation)		
produced?	• short sentences composed of simple or predictable phrases or sentences	multiple, related, simple sentences containing content- area descriptions in grade-appropriate text or word problems	related paragraphs on grade-appropriate content-area texts	• multiple paragraphs containing a variety of sentences on grade-appropriate content-area text	multiple paragraphs, chapters, and essays on grade-appropriate content-area text		

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

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





	• limited (i.e., initial) cohesion among sentence structures	• loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions	• increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)	• accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events
How much information is packed within a sentence structure	syntactically simple sentences including:	combinations of simple sentence structures including:	descriptive sentences characterized by frequently occurring complex sentence structures including:	descriptive sentences characterized by increasingly complex sentence structures including:	descriptive sentences characterized by wide variety of sophisticated sentence structures including:
(clause) or sentence?	• verb tenses such as present, present progressive, simple future (going to), simple past	 verb tenses such as past tense (irregular), past progressive, simple future 	• verb tenses such as present perfect	• verb tenses such as past perfect	verb tenses such as passive voice and subjunctive
	• modifiers such as adjectives, adverbs	 modifiers such as frequently occurring prepositions, adjectives, adverbs 	 modifiers such as subordinating conjunctions, and prepositional phrases 	modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers)	modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers)
	simple grammatical constructions (e.g. commands, some wh questions, declaratives) common social and instructional patterns or forms	• repetitive phrases and sentence patterns across content areas	• simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas	expanded simple compound, and complex sentence patterns characteristic of content areas	a wide range of idiomatic and unique sentence patterns characteristic of content areas
Vocabulary Level What is the	a limited (i.e., initial) range of simple vocabulary including:	a simple vocabulary including:	a developing vocabulary including:	a wider vocabulary including:	a wide vocabulary including:
range and specificity of words, phrases, and expressions used?	very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents)	• frequently occurring words and phrases	 words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions 	a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases	a larger proportion of vivid, less frequently occurring words and phrases





a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words	• one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas	• an emerging awareness of how to create new words from familiar words (i.e., electricity from electric), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words	• multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations	• precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language
• frequently occurring pronouns used with initial control (and occasional misapplications)	frequently occurring pronouns used with increasing precise control	• relative pronouns (e.g., who, whom, which, that), relative adverbs (e.g., where, when, why)	• an increasing number of intensive pronouns to add emphasis to a statement (e.g., myself, ourselves)	• precise use of intensive pronouns
• nonverbal communication	• a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form	transparent idioms with developing grammatical complexity	• semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity	opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

A Note on Tables 1 and 2

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

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





A Note on Scaffolding

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

ELs at all levels of ELP should be provided with scaffolding in order to reach the next reasonable proficiency level as they develop grade-appropriate language capacities, particularly those that involve content-specific vocabulary and registers. The type and intensity of the scaffolding provided will depend on each student's ability to undertake the particular task independently while continuing to uphold appropriate complexity for the student. (CCSSO, 2013, p. 4; emphasis added)

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

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





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

Cognitively Undemanding (BICS)

Following Directions
Face-to-Face Conversation
Getting Absence Excuse
Buying popcorn
Oral Presentations Content
Classes (Art, Music)

Telephone Conversation Note on the Refrigerator Written Directions, Instructions (No diagrams or illustrations)

Context Embedded A

C C Context

В

D

Demonstrations, Experiments
A-V Assisted Lessons
Basic Math Computations
Plane Geometry
Projects and Activities
Health Instruction
Social Studies
Science Experiments

Standardized Tests
LEAP; ACT; EOC
Reading / Writing
Math Concepts and Applications
Explanations of New Abstract
Concepts
Lecture with few Illustrations
Social Science Texts
Mainstream English Texts
Most Content Classes

SCAFFOLDS PROVIDED

Cognitively Demanding (CALP)

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



LANGUAGE FUNCTIONS and FORMS



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

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

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

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

- giving instructions
- introducing ourselves
- making requests

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

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

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

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

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





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





ACQUISITION OF LANGUAGE FUNCTIONS AND GRAMMATICAL FORMS ALL GRADES

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



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

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

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

LANGUAGE FUNCTIONS and FORMS



5. Language Function: Retelling/Relating Past Events							
Level 1	Level 2	Level 3	Level 4	Level 5	TARGET FORMS		
Cin also we add in many and to	6. 1	Cincolo contro con vith	Camara	Duranat	Doot Towns Modes		
Single words in response to	Simple sentences with	Simple sentences with	Compound	Present	Past Tense Verbs:		
past tense question	past progressive	regular and irregular	sentences using past	progressive/past	Students learn to		
	(pronoun)	past tense verbs	tense and adverb	perfect tense with	understand and		
	was/wer	"Yesterday/Last/O		specialized prepositions	generate oral and		
	e	nday (pronoun) ed (prep.		have/has been	written language with		
	ing.	phrase or other direct		ing since/for	past tense verbs.		
		object)." First and					
		then . Finally					

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



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

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

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



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

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

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

LANGUAGE FUNCTIONS and FORMS



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

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

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

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



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

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



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

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



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

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



Level 1	ypothesizing and Specu Level 2	Level 3	Level 4	Level 5	TARGET FORMS
LCVCI 1	LCVCI 2	2000.0	200014	Ecvel 5	17 III GET TOTAVIS
		Auxiliary verbs that	Auxiliary verb indicating	Auxiliary verbs include	Modals (would, could
		indicate futurity: will and	desire or intent: would	modal verbs, which may	might), Compound
		shall		express possibility: may,	tenses (would have
				might, can, could.	been):
					Students learn to
					hypothesize and
					speculate using
					modals and
					compound tenses.

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

LOUISIONA STUDENT STANDARDS CONNECTORS FOR ENGLISH LEARNERS

TASK ANALYSIS TOOL

QUESTIONS TO ASK:

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

KEEP IN MIND:

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

LANGUAGE DEMANDS (OBJECTIVE):

- 1. What is the content knowledge (objective) being presented in the lesson?
- 2. What is the purpose for which the language is being used? (language function)
 - express needs/likes
 - describe
 - retell
 - predict
 - compare/contrast
 - summarize
 - question
 - explain
 - persuade
 - cause/effect
 - define
 - sequence

- convince
- label
- demonstrate
- classify
- provide
- use
- apply
- determine
- justify
- discuss
- apply
- suggest

(Not an exhaustive list)







3.	What will students do to accomplish the above purpose (language skills)?						
	Listen	Speak	Read	Writ	te		
	Types of Langu	iage Demands					
		-	emands that refer to understand in orde				
		Productive - demands that refer to language students must use to complete task					
	Interactive- kind of productive demands that involve two-way interactive communication and negotiation of meaning						
4.					ge in the lesson? What is the contents and/or understand?		
5.	What form (grantask?	mmar or languag	ge structure) could b	e addresse	ed in lesson or student will need to complet		
	 forming que 	stions		•	sentence structure		
	nouns			•	punctuation		
	pronouns			•	pronouns		
	 adjectives 			•	If, then statements		
	adverbs			•	comparisons		
	verb tense			•	contractions		
	• use of "s"			•	plurals		
	 subject-verb 	agreement		•	more than, less than		



(Not an exhaustive list)



TASK ANALYSIS TOOL

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

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

Content Knowledge	Analytical Skills	Language	
			Form

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





GLOSSARY

Cognate: A word that has the same linguistic derivation as another; from the same original word or root. Examples of cognates in Indo-European languages are the words night (English), nuit (French), Nacht (German), nacht (Dutch), etc., derived from the Proto- Indo-European (PIE) *nók**ts, "night"; the Hebrew מולש shalom, the Arabic שולש 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.

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

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

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





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

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

Frequently occurring words and phrases: As used in the 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 <u>Top 100 High-Frequency Words</u> (e.g., "the," "a," "and," "but"). The term "basic" is not used in the ELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

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

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

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

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

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





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

Nonverbal communication: As used in the ELP Standards, this term refers the process of communication through sending and

receiving wordless (mostly visual) cues between people. Examples of nonverbal communication in the ELP Standards may include gestures, nods, thumbs up or down, or facial expressions.

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

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

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

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

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

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

Research projects:

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





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

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

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

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

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

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

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

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

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





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

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

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





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