Nebraska English Language Proficiency Standards

NEBRASKA DEPARTMENT OF EDUCATION

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Nebraska English Language Proficiency Standards

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Introduction

The Council of Chief State School Officers (CCSSO) has utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English Language Proficiency (ELP) Standards. The ELP Standards, developed for K, 1, 2-3, 4-5, 6-8, and 9-12 grades, highlight and amplify the *critical language, knowledge about language,* and *skills using language* that are in college-and-career-ready standards and that are necessary for English language learners (ELLs) to be successful in schools.
The 10 ELP Standards highlight a strategic set of language functions (what students *do* with language to accomplish content-specific tasks) and language forms (vocabulary, grammar, and discourse specific to a particular content area or discipline) which are needed by ELLs as they develop competence in the practices associated with English language arts (ELA) & literacy, mathematics, and science (Bunch, Kiber, & Pimentel, 2013; CCSSO, 2012; Lee, Quinn, & Valdez, 2013; Moschkovich, 2012; van Lier & Walqui, 2012). The five ELP levels for each of the ELP Standards address the question, **"What might an ELL's language use look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities?"**

How to Navigate this Document

The standards are the same across all grade clusters—K, 1, 2-3, 4-5, 6-8, and 9-12,--it is by looking at the proficiency level descriptors for each grade cluster and standard that the progression of skill attainment is seen. They are labeled using the dot notation system. For example, "4th Grade, Standard 7, Proficiency Level 2" is referred to as "ELP.4-5.7.2."

Guiding Principles

1. **Potential**

   ELLs have the same potential as native speakers of English to engage in cognitively complex tasks. Regardless of ELP level, all ELLs need access to challenging, grade-appropriate[1] curriculum, instruction, and assessment and benefit from activities requiring them to create linguistic output (Ellis, 2008a; 2008b). Even though ELLs 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**

   ELLs' 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

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

assessment provided to ELLs 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 ELL Progress in Acquiring English Language Proficiency

A student's ability to demonstrate proficiency at a particular ELP level will depend on context, content-area focus, and developmental factors. Thus, a student's designated ELP level represents a typical current performance level, not a fixed status. An English language proficiency level does not identify a student (e.g., "Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development, for example, "a student at Level 1" or "a student whose listening performance is at Level 1." Progress in acquiring English may vary depending upon program type, age at which entered program, initial English proficiency level, native language literacy, and other factors (Bailey & Heritage, 2010; Byrnes & Canale, 1987; Lowe & Stansfield, 1988). Within these ELP Standards, we assume simultaneous development of language and content-area knowledge, skills, and abilities. ELLs 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

ELLs 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 (SLIFE)

ELLs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame (DeCapua & Marshall, 2011). Educators can refer to the Common Core State Standards (CCSS) for ELA section "Reading: Foundational Skills" (NGA Center & CCSSO, 2010) for this purpose. For more on educating SLIFE students, see APPENDIX C of this document.

6. Special Needs

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

7. Access Supports and Accommodations

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

8. Multimedia, Technology, and New Literacies

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

Design Features of the Standards

The 10 ELP Standards are designed for collaborative use by English as a second language (ESL)/English language development (ELD) and content area teachers in both English language development and content-area instruction. Explicit recognition that language acquisition takes place across the content areas fosters collaboration among educators and benefits ELLs' 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 ELL students need, and help their students to grow in using it. Far greater collaboration and sharing of expertise are needed among ESL/ELD teachers and content area teachers at the secondary level. At the elementary level, far greater alignment and integration are needed across ESL/ELD and subject matter learning objectives, curriculum, and lesson plans that teachers in self-contained classrooms prepare and deliver (Understanding Language Initiative, 2012, p. 2).

The levels 1–5 descriptors for each of the 10 ELP Standards describe targets for ELL performance by the ***end*** of each ELP level at a particular point in time. However, students may demonstrate a range of abilities within each ELP level. By describing the end of each ELP level for each ELP Standard, the levels 1–5 descriptors reflect a linear progression across the proficiency levels of an aligned set of

knowledge, skills, and abilities. This is done for purposes of presentation and understanding; actual second language acquisition does not necessarily occur in a linear fashion within or across proficiency levels.

An ELL 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, ELL status is a temporary status. Thus, an English language proficiency level does not identify a student (e.g., "a Level 1 student"), but rather identifies what a student knows and can do at a particular stage of English language development (e.g., "a student at Level 1" or "a student whose listening performance is at Level 1").

Organization of the Standards

For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard's importance to ELLs' 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 Standards in Relation to Participation in Content-Area Practices

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

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

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

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

Alternate Organization of the ELP Standards

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

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

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

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

Kindergarten ELP Standards

Kindergarten: ***Standards 1 and 2***

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

Kindergarten: ***Standards 3, 4, and 5***

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
K.3	**An ELL can . . .** speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information or feelings about familiar topics or experiences.	• communicate simple information or feelings about familiar topics, experiences, or events.	• communicate information or feelings about familiar topics, experiences, or events.	• tell or dictate simple messages about a variety of topics, experiences, or events.	• make simple oral presentations • compose short written texts about a variety of topics, experiences, or events.
K.4	**An ELL 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.
K.5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • recall information from experience or from a provided source.	with prompting and support from adults, • recall information from experience or use information from a provided source to answer a question.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing developing control.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control.	with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control.

Kindergarten: ***Standards 6, 7, and 8***

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
K.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, • identify a reason an author or speaker gives to support a point.	with prompting and support, • identify appropriate reasons an author or speaker gives to support main points.
K.7	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	• show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	• show awareness of differences between informal ("playground speech") and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.
K.8	**An ELL can . . .** determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

Kindergarten: ***Standards 9 and 10***

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

Grade 1 ELP Standards

Grade 1: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
1.1	**An ELL can . . .** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds, picture books, and oral presentations.	use an emerging set of strategies to: • identify key words and phrases from read-alouds, simple written texts, and oral presentations.	use a developing set of strategies to: • identify main topics, • answer questions about key details • retell some key details or events from read-aloud texts, simple written texts, and oral presentations.	use an increasing range of strategies to: • identify main topics • ask and answer questions about an increasing number of key details • retell familiar stories or episodes of stories from read-alouds, written texts, and oral presentations.	use a wide range of strategies to: • identify main topics • ask and answer questions about key details • retell stories, including key details from read-alouds, written texts, and oral presentations.
1.2	**An ELL can . . .** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• 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.

Grade 1: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
1.3	**An ELL can . . .** speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information or feelings about familiar topics or experiences.	• communicate simple messages about familiar topics, experiences, or events.	• deliver short simple oral presentations • compose short written texts about familiar topics, stories, experiences, or events.	using simple sentences and drawings or illustrations, • deliver short simple oral presentations • compose written texts about a variety of texts, topics, experiences, or events.	including a few descriptive details, • deliver oral presentations • compose written texts about a variety of texts, topics, experiences, or events.
1.4	**An ELL can . . .** construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express a preference or opinion about familiar topics or experiences.	• express an opinion about familiar topics, experiences, or events.	• express an opinion • give a reason for the opinion about familiar stories, experiences, or events.	• express opinions • give a reason for the opinion about a variety of texts topics, experiences, and events.	• express opinions • introduce the topic • give a reason for the opinion • provide a sense of closure about a variety of texts, topics, experiences, or events.
1.5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support from adults, • participate in shared research projects • gather information • label information from provided sources showing limited control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize some key information from provided sources showing emerging control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information from provided sources showing developing control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing increasingly independent control.	with prompting and support from adults, • participate in shared research projects • gather information • summarize information • answer a question from provided sources showing independent control.

Grade 1: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
1.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 2.]	with prompting and support, • identify a reason an author or a speaker gives to support a point.	• identify one or two reasons an author or a speaker gives to support the main point.	• identify reasons an author or a speaker gives to support the main point.	• identify appropriate reasons an author or a speaker gives to support the main point.
1.7	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 3.]	[Standard introduced at Level 3.]	• show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	• show awareness of differences between informal "playground speech" and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.	• shift appropriately between informal "playground speech" and language appropriate to the classroom most of the time • use words learned through conversations, reading, and being read to.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
1.8	**An ELL can . . .** determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and sometimes ask simple questions to help determine the meaning of frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	using sentence-level context and visual aids, • answer and sometimes ask questions to help determine the meaning of some less frequently occurring words and phrases in oral presentations, read-alouds, and simple texts about familiar topics, experiences, or events.	using sentence context, visual aids, and some knowledge of frequently occurring root words and their inflectional forms, • answer and ask questions to help determine the meaning of less common words, phrases, and simple idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.	using context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as *-ed, -ing, and some common prefixes*), • answer and ask questions to help determine or clarify the meaning of words, phrases, and idiomatic expressions in oral presentations and written texts about a variety of topics, experiences, or events.

Grade 1: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
1.9	**An ELL can . . .** create clear and coherent grade-appropriate speech and text.	[Standard introduced at Level 2.]	with support (including visual aids and modeled sentences), • retell an event • present simple information with emerging control of some frequently occurring linking words.	with support (including modeled sentences), • retell (in speech or writing) a simple sequence of events in the correct order • present simple information with developing control of some frequently occurring linking words (e.g., *and, so*) and temporal words (e.g., *first, then*).	• recount two or three events in sequence • present simple information about a topic with increasingly independent control of some temporal words (e.g., *next*, *after*),and some frequently occurring linking words (*and, so*).	• recount a more complex sequence of events in the correct order • introduce a topic • provide some facts about a topic using temporal words to signal event order and using frequently occurring conjunctions (linking words or phrases).
1.10	**An 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 ELP Standards

Grades 2-3: Standards 1 and 2

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

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
2-3.3	**An ELL can . . .** speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, experiences, or events.	• deliver simple oral presentations • compose written texts about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives • compose informational texts about familiar texts, topics, experiences, or events.	• deliver short oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events.	with some details, • deliver oral presentations • compose written narratives • compose informational texts about a variety of texts, topics, experiences, or events.
2-3.4	**An ELL can . . .** construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• express an opinion about a familiar topic or story.	• express an opinion • give one or more reasons for the opinion about a familiar topic or story.	• introduce a topic • express opinions • give several reasons for the opinions about a variety of topics.	• introduce a topic • express opinions • give several reasons for the opinions • provide a concluding statement about a variety of topics.
2-3.5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	with prompting and support, • carry out short individual or shared research projects • gather information from provided sources • label information.	with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record some information/observations in simple notes.	with prompting and support, • carry out short individual or shared research projects • recall information from experience • gather information from provided sources • record information/ observations in orderly notes.	with prompting and support, • 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.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
2-3.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	with prompting and support, • use a few frequently occurring words and phrases to identify a point an author or a speaker makes.	with prompting and support, • identify a reason an author or a speaker gives to support the main point.	• tell how one or two reasons support the main point an author or a speaker makes.	• tell how one or two reasons support the specific points an author or a speaker makes.	• describe how reasons support the specific points an author or a speaker makes.
2-3.7	**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.	• 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.
2-3.8	**An ELL can . . .** determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on visual aids, context, and knowledge of morphology in his or her native language, • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, and knowledge of morphology in his or her native language, • ask and answer questions about the meaning of frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and a developing knowledge of English morphology, • determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes), • determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions • (at Grade 3) some general academic and content-specific vocabulary in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as *-ed, -ing*, and some common prefixes), • determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions • (at Grade 3) some general academic and content-specific vocabulary in oral presentations and written texts about a variety of topics, experiences, or events.

Grades 2-3: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
2-3.9	**An ELL can . . .** create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences with limited control.	with support (including visual aids and modeled sentences), • communicate simple information about a topic • recount two events in sequence • use frequently occurring linking words (e.g., *and, then*) with emerging control.	with support (including modeled sentences), • present a few pieces of information about a topic • recount a short sequence of events • use common linking words (e.g., *and, but*, *next*, *after*) to connect ideas or events with developing control.	with increasingly independent control, • introduce an informational topic • present facts about the topic • recount a sequence of events, using temporal words (*before, after, soon*) • use linking words (e.g., *because*, *and*, *also*) to connect ideas or events.	with independent control, • introduce an informational topic • present facts about the topic • use temporal words to recount a coherent sequence of events, • use linking words (e.g., *because*, *and*, *also*) to connect ideas and events • provide a concluding statement about the topic.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
2-3.10	**An ELL can . . .** make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), • understand and use a small number of frequently occurring nouns and verbs • respond to simple questions.	with support (including visual aids and modeled sentences), • recognize and use some frequently occurring collective nouns (e.g. *group*) • recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts.	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 • produce and expand simple and some compound sentences.	• use collective nouns • use the past tense of frequently occurring irregular verbs • use an increasing number of adjectives, adverbs, and conjunctions • produce and expand simple, compound, and (at Grade 3) a few complex sentences.	• use collective and commonly occurring abstract nouns (e.g. *childhood*) • use the past tense of frequently occurring irregular verbs • use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs • produce and expand simple, compound, and (at Grade 3) some complex sentences.

Grades 4–5 ELP Standards

Grades 4-5: Standards 1 and 2

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
4-5.3	**An ELL can . . .** speak and write about grade-appropriate complex literary and informational texts and topics.	• communicate simple information about familiar texts, topics, events, or objects in the environment.	• deliver short oral presentations • compose written texts about familiar texts, topics, and experiences.	including a few details, • deliver short oral presentations • compose written narratives or informational texts about familiar texts, topics, and experiences.	including some details, • deliver short oral presentations • compose written narratives or informational texts about a variety of texts, topics, and experiences.	including details and examples to develop a topic, • deliver oral presentations • compose written narrative or informational texts about a variety of texts, topics, and experiences.
4-5.4	**An ELL can . . .** construct grade-appropriate oral and written claims and support them with reasoning and evidence.	• express an opinion about a familiar topic.	• construct a simple claim about a familiar topic • give a reason to support the claim.	• construct a claim about familiar topics • introduce the topic • provide a few reasons or facts to support the claim.	• construct a claim about a variety of topics • introduce the topic • provide several reasons or facts to support the claim • provide a concluding statement.	• construct a claim about a variety of topics • introduce the topic • provide logically ordered reasons or facts to support the claim • provide a concluding statement.
4-5.5	**An ELL can . . .** conduct research and evaluate and communicate findings to answer questions or solve problems.	• recall information from experience • gather information from a few provided sources • label some key information.	• recall information from experience • gather information from provided sources • record some information.	• recall information from experience • gather information from print and digital sources to answer a question • identify key information in orderly notes.	• recall information from experience • gather information from print and digital sources to answer a question • record information in organized notes, with charts, tables, or other graphics, as appropriate • provide a list of sources.	• recall information from experience • gather information from print and digital sources • summarize key ideas and information in detailed and orderly notes, with graphics as appropriate • provide a list of sources.

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
4-5.6	**An ELL can . . .** analyze and critique the arguments of others orally and in writing.	• identify a point an author or speaker makes.	• identify a reason an author or speaker gives to support a main point • agree or disagree with the author or speaker.	• tell how one or two reasons support the specific points an author or speaker makes or fails to make.	• describe how reasons support the specific points an author or speaker makes or fails to make.	• explain how an author or speaker uses reasons and evidence to support or fail to support particular points • (at grade 5) identify which reasons and evidence support which points.
4-5.7	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices to different social and academic contents • use some words learned through conversations, reading, and being read to.	with developing control, • adapt language choices according to purpose, task, and audience • use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, • adapt language choices and style (includes register) according to purpose, task, and audience • use a wider range of general academic and content-specific words and phrases in speech and writing.	• adapt language choices and style according to purpose, task, and audience • use a wide variety of general academic and content-specific words and phrases in speech and writing.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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.

Grades 4-5: Standards 9 and 10

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

Grades 6–8 ELP Standards

Grades 6-8: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
6-8.1	**An ELL can . . .** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • 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	**An ELL can . . .** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversational and written exchanges on familiar topics • present simple information • respond to simple questions and some wh-questions.	• participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions.	• 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.

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
6-8.3	**An ELL can . . .** 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	**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 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.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
6-8.5	**An ELL can . . .** 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.

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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	**An ELL can . . .** adapt language choices to purpose, task, and audience when speaking and writing.	• recognize the meaning of some words learned through conversations, reading, and being read to.	with emerging control, • adapt language choices 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.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
6-8.8	**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 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.

Grades 6-8: Standards 9 and 10

ELP Standards		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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 limited control.	with support (including modeled sentences), • recount a brief sequence of events in order • introduce an informational topic • present one or two facts about the topic • use some commonly occurring linking words (e.g., *next*, *because*, *and*, *also*) • provide a concluding statement with emerging control.	• recount a short sequence of events, with a beginning, middle, and end • introduce and develop an informational topic with a few facts and details • use common transitional words and phrases to connect events, ideas, and opinions (e.g., *after a while*, *for example*, *in order to*, *as a result*) • provide a conclusion with developing control.	• recount a more detailed sequence of events or steps in a process, with a beginning, middle, and end • introduce and develop an informational topic with facts and details • use a variety of transitional words and phrases to connect events, ideas, and opinions (e.g., *however, on the other hand, from that moment on)* • provide a concluding section with increasingly independent control.	• recount a complex sequence of events or steps in a process, with a beginning, middle, and end • introduce and effectively develop an informational topic with facts and details • use a wide variety of transitional words and phrases to show logical relationships between events and ideas • provide a concluding section.
6-8.10	**An ELL 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.

Grades 9–12 ELP Standards

Grades 9-12: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
9-12.1	**An ELL can . . .** construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.	use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple oral and written texts.	use an emerging set of strategies to: • identify the main topic • retell a few key details in oral presentations and simple oral and written texts.	use a developing set of strategies to: • determine the central idea or theme in oral presentations and written texts • explain how the theme is developed by specific details in the texts • summarize part of the text.	use an increasing range of strategies to: • determine two central ideas or themes in oral presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a simple text.	use a wide range of strategies to: • determine central ideas or themes in presentations and written texts • analyze the development of the themes/ideas • cite specific details and evidence from the texts to support the analysis • summarize a text.
9-12.2	**An ELL can . . .** participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	• participate in short conversational and written exchanges on familiar topics • present information • respond to simple yes/no questions and some wh- questions.	• participate in short conversational and written exchanges on familiar topics and texts • present information and ideas • respond to simple questions and wh-questions.	• 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.

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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.

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

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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.

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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.

Grades 9-12: Standards 9 and 10

ELP Standards		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	**Level 2**	**Level 3**	**Level 4**	**Level 5**
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 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.

Appendix A: Proficiency Level Descriptors for English Language Proficiency Standards (Provided by CCSSO)

Introduction

The Council of Chief State School Officers (CCSSO) utilized the services of WestEd and the Understanding Language Initiative at Stanford University to develop a new set of English language proficiency standards (ELP Standards) (CCSSO, 2013). The ELP Standards were developed for grades K, 1, 2–3, 4–5, 6–8, and 9–12, to highlight and elaborate upon the critical language, knowledge about language, and skills using language that are within college and career readiness standards in mathematics, science, and English language arts (ELA)/literacy (CCR standards) and that are necessary in order for English language learners (ELLs) to be successful in schools.

The purpose of this *Proficiency Level Descriptors*[4] *for English Language Proficiency Standards* document is to complement, rather than replace, the ELP Standards. This document provides summary definitions and more detailed descriptions of what ELLs' *language forms*[5] might look like as ELLs gain proficiency with the strategic set of *language functions*[6] outlined in the ELP Standards. 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 Standards according to the grade-appropriate expectations that had been placed in each ELP Standard.

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

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

[4] A note on the use of the term *Proficiency,* rather than *Performance,* in this phrase*:* The ELP Standards focus on *proficiency* levels rather than *performance* levels. For consistency with the ELP Standards, 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.

[5] As used in the ELP Standards, the term *language forms* refers to vocabulary, grammar, and discourse specific to a particular content area or discipline.

[6] As used in the ELP Standards, the term *language functions* refers to what students *do* with language to accomplish content-specific tasks.

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

	By the end of each ELP level, an ELL can				
	1	**2**	**3**	**4**	**5**
PLD Summary	• 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 grade-appropriate classroom activities • convey related events, ideas, and/or opinions, using multiple related paragraphs with increasingly complex, descriptive sentence structures and a wider vocabulary	• 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

Additionally, once a student is considered English proficient for the purposes of ELL assessment and eligibility for ELL 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[7] levels. 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 Standards [8]

	1	2	3	4	5
Discourse Level *What is the amount of content-specific language that can be quickly processed or easily produced?*	• simple information about an event, experience, and/or topic • short sentences composed of simple or predictable phrases or sentences • limited (i.e., initial) cohesion among sentence structures	• a brief sequence of events in order and/or introduction of a topic with supporting details • multiple, related, simple sentences containing content-area descriptions in grade-appropriate text or word problems • loose cohesion of information and/or ideas using frequently occurring linking words, accomplished by repetition of words or phrases	• related events, ideas, and/or opinions (may retrace or restart an explanation being received or produced) • related paragraphs on grade-appropriate content-area texts • developing application of an increasing range of temporal and linking words and phrases to connect and organize events, ideas, and opinions	• related events, ideas, and/or opinions (developing ability to receive or provide a more elaborated explanation) • multiple paragraphs containing a variety of sentences on grade-appropriate content-area text • increasingly accurate application of transitional words and phrases to connect and organize events, ideas, and opinions (yet may struggle with naturalness of phrasing)	• complex sequences of events, ideas, opinions, and/or steps in a process (demonstrates stamina in receiving or providing an elaborated explanation} • multiple paragraphs, chapters, and essays on grade-appropriate content-area text • accurate application of a variety of linking words and phrases to connect and organize ideas, information, or events

[7] Referred to as the "word" level in Bailey & Heritage, 2008; Bailey, et al., (2013).
[8] As a reminder: See the grade-level/grade-span ELP Standards (CCSSO, 2013) for specific expectations around student ELP-related performance.

Sentence Level *How much information is packed within a sentence structure (clause) or sentence?*	syntactically simple sentences including: • verb tenses such as present, present progressive, simple future (going to), simple past • modifiers such as adjectives, adverbs • simple grammatical constructions (e.g. commands, some *wh*-questions, declaratives) • common social and instructional patterns or forms	combinations of simple sentence structures including: • verb tenses such as past tense (irregular), past progressive, simple future • modifiers such as frequently occurring prepositions, adjectives, adverbs • repetitive phrases and sentence patterns across content areas	descriptive sentences characterized by frequently occurring complex sentence structures including: • verb tenses such as present perfect • modifiers such as subordinating conjunctions, and prepositional phrases • simple, compound and some complex grammatical constructions (e.g., (independent, dependent, relative, and adverbial) across content areas	descriptive sentences characterized by increasingly complex sentence structures including: • verb tenses such as past perfect • modifiers such as phrases and clauses within a sentence (recognizing and correcting most misplaced and dangling modifiers) • expanded simple compound, and complex sentence patterns characteristic of content areas	descriptive sentences characterized by wide variety of sophisticated sentence structures including: • verb tenses such as passive voice and subjunctive • modifiers such as phrases and clauses within a sentence (recognizing and correcting misplaced and dangling modifiers) • a wide range of idiomatic and unique sentence patterns characteristic of content areas
Vocabulary Level *What is the range and specificity of words, phrases, and expressions used?*	a limited (i.e., initial) range of simple vocabulary including: • very frequently occurring words and phrases (everyday terms, cognates, and expressions with clear, easily demonstrated referents) • a small number of frequently occurring words, phrases, and formulaic expressions based on literal definition of words • frequently occurring pronouns used with initial control (and occasional misapplications) • nonverbal communication	a simple vocabulary including: • frequently occurring words and phrases • one to two forms of words and phrases based on specific context, such as social, instructional, and general terms, cognates, and expressions across content areas • frequently occurring pronouns used with increasing precise control • a few transparent idioms (i.e., expressions in which literal meaning is clearly linked to figurative meaning) that are grammatically simple in form	a developing vocabulary including: • words and phrases in spoken and written forms in a growing number of contexts, such as specific content-area terms, cognates, and expressions • an emerging awareness of how to create new words from familiar words (i.e., *electricity from electric*), collocations (i.e., habitual juxtaposition of a particular word with another word or words, with a frequency greater than chance) and multiple-meaning words • relative pronouns (e.g., *who*, *whom*, *which*, *that*), relative adverbs (e.g., *where*, *when*, *why*) • transparent idioms with developing grammatical complexity	a wider vocabulary including: • a increasing proportion of less frequently occurring words and phrases; increasing use of vivid words and phrases • multiple meanings of words and phrases across contexts, such as specific and technical content-related terms, cognates, and expressions and some content-specific collocations • an increasing number of intensive pronouns to add emphasis to a statement (e.g., *myself*, *ourselves*) • semi-transparent idioms (i.e., expressions in which the link between literal and figurative meaning is less obvious) with increasing grammatical and figurative complexity	a wide vocabulary including: • a larger proportion of vivid, less frequently occurring words and phrases • precise derivations of words and phrases regardless of context, such as general, specific, technical, and abstract content-related vocabulary, cognates, content-specific collocations, and figurative language • precise use of intensive pronouns • opaque idioms (i.e., expressions with an undetectable link between literal and figurative language) with grammatical and metaphorical complexity

A Note on Tables 1 and 2

The Levels 1–5 descriptors in Table 1 and Table 2 describe targets for ELL 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 ELLs' 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, ELLs 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, ELL 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 ELLs 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:

> ELLs 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)

Appendix B: Design Features of the Correspondences with English Language Arts/Literacy, Mathematics, and Science Practices

Note: Appendix B includes further explanation of the development of the ELP Standards and the importance of corresponding to the content-specific practices of college and career-ready standards. Because students are asked to engage with content and investigations that require academic discourse, there was an intentional effort on the part of member states to identify and show that the ELP Standards address and correspond to the content language demands necessary for student success. ***While Nebraska is a member of the state-led consortium formed to develop the ELP Standards and has adopted the ELP Standards, Nebraska has not adopted the Common Core State Standards (CCSS). This section is included only to serve as an overview or resource for Nebraska educators. Practitioners should refer to Nebraska College and Career Standards for specific guidance when developing curriculum.***

To ensure the ELP standards specify the language that all ELLs must acquire in order to successfully engage with college-and-career-ready standards in ELA & Literacy, mathematics, and science, a correspondence mapping has been conducted for these ELP Standards:

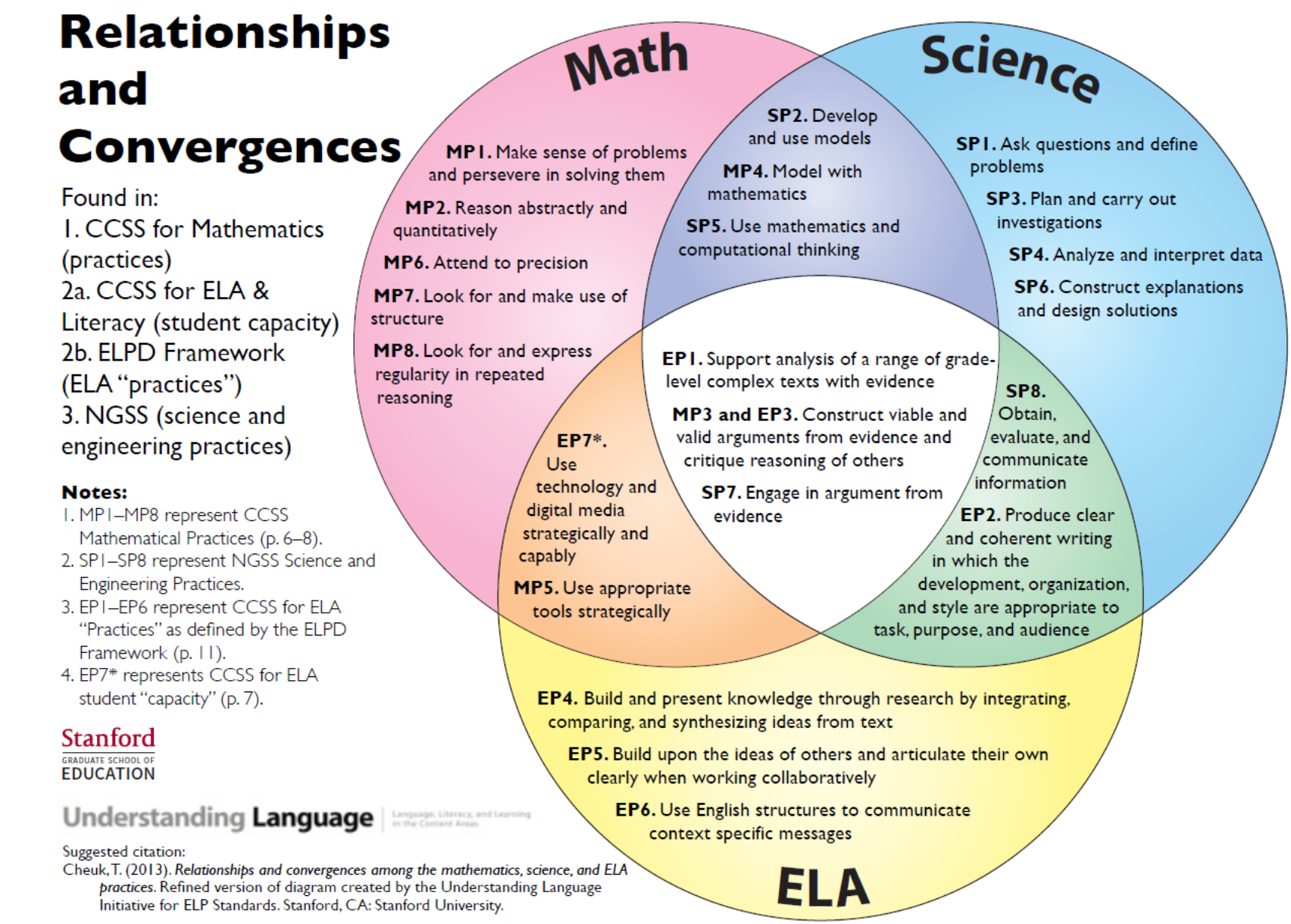
Correspondences with the CCSS for Mathematics and Next Generation Science Standards (NGSS) Practices
Following the guidance found in the CCSSO *Framework for English Language Proficiency Development Standards Corresponding to the Common Core State Standards and the Next Generation Science Standards*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

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 CCSS for Mathematics and the NGSS are key parts of the standards themselves.[9] Because the CCSS for ELA & Literacy does not explicitly identify key practices and core ideas in its original form, an analogous set of ELA "Practices" was created for the CCSSO ELPD Framework 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.

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

Figure 1. Venn diagram showing relationships and convergences among the Mathematics, Science, and ELA Practices



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.[10] For example, the central overlap of the three circles highlights the central role of evidence in the CCSS and the NGSS. In comparison, the ELP Standards address the types of *language proficiency* that ELLs need as they engage in content-area practices (and, therefore, may show slightly different groupings of practices with each ELP Standard than the groupings shown in Figure 1). "By explicitly calling attention to these practices, state ELP Standards [can be designed to] cultivate higher order thinking skills in ELLs and target their ability to comprehend and communicate about complex text" (CCSSO, 2012, p. 16).

What is the purpose of the correspondence matrix?

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

[10] 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).

K-12 Practices Matrix

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

Practices	**ELP Standards**									
ELA "Practices"[11] (EP)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
EP1. Support analyses of a range of grade-level complex texts with evidence.	EP1	EP1	EP1		EP1			EP1		
EP2. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			EP2	EP2		EP2	EP2		EP2	EP2
EP3. Construct valid arguments from evidence and critique the reasoning of others.	EP3			EP3		EP3				
EP4. Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts.	EP4				EP4	EP4				
EP5. Build upon the ideas of others and articulate his or her own when working collaboratively.	EP5	EP5		EP5	EP5	EP5				
EP6. Use English structures to communicate context-specific messages.				EP6	EP6		EP6	EP6		EP6

Mathematical Practices (MP)	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
MP1. Make sense of problems and persevere in solving them.	MP1	MP1	MP1		MP1	MP1		MP1	MP1	
MP2. Reason abstractly and quantitatively.										
MP3. Construct viable arguments and critique the reasoning of others.				MP3		MP3			MP3	
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

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

Appendix C: Students with Limited or Interrupted Formal Education

Students with Limited or Interrupted Formal Education (SLIFE), also referred to as Students with Interrupted Formal Education (SIFE) or Limited Formal Schooling (LFS), are limited English proficient students who have entered U.S. schools and function at least two years below grade level. They are generally recent arrivals enrolling in upper elementary, middle and high school, whose backgrounds and educational experiences may be quite different from the school environment they are entering. They may have limited literacy skills in their native language. Their education may have been interrupted for a variety of reasons, including war, civil unrest, migration, poverty, relocation, or having limited access to school.

These students face many challenges. They are trying to learn academic content while simultaneously learning English—a challenging prospect for all English Language Learners (ELLs). These students have the additional challenge of trying to learn the culture of U.S. schools and navigate expectations that may be significantly different from the educational environments from which they came. If they are in high school, they may also have limited time to successfully meet these goals in order to graduate. Regardless of prior schooling experiences, efforts should be made at the time of enrollment to place these students in age and grade appropriate levels.

While some of these descriptors below may not be present in each SLIFE student, and some indicators may be present due to other factors, the following descriptors may be helpful when considering whether or not a student's educational experience has been affected by limited or interrupted schooling.

Indictors that a student may be SLIFE include:

- Inadequate school records, no school records, or school records with gaps
- Reports by student and/or parent/guardian of not having attended school
- Poor attendance records from prior schools, frequent absences, and/or tardiness at current school
- Low literacy level in the native language
- Weak grasp of grade-level content material due to lack of opportunity to learn English or lack of school experiences
- Lack of awareness of the basic expectations of the school environment

(Indicators adapted from *Meeting the Needs of Students with Limited or Interrupted Schooling: A Guide for Educators*, DeCapua, Smathers, and Tang, 2009)

Identification of SLIFE Students

The following information/assessments may be useful in identifying students:

- Student/parent interview that includes background information on prior schooling experiences
- Last grade completed in another state or country
- Writing samples in native language to determine literacy in native language, if possible
- Language proficiency assessment to determine level of English acquisition
- Math or other content assessments

General Teaching Strategies for ELLs with Limited or Interrupted Formal Education

Though not an exhaustive list, the following strategies can provide needed support to ELLs in the content classroom:

- Key terms and concepts on display
- Thematically organized curriculum which may include fewer topics and given more time
- Intentional use of advance and graphic organizers
- Access prior knowledge using KWL charts or other strategies
- Drawings, diagrams, graphs, and other visual aides
- Scaffolding strategies, such as sentence frames/starters to give students the academic language they need to practice
- Multiple instructional approaches/using the multiple intelligences theory to make concepts understandable
- Models and manipulatives to demonstrate concepts
- Small group work/cooperative learning strategies
- Using "think aloud" techniques to solve problems
- For newcomers with limited language skills (verbal output), consider alternate ways of responding to show understanding of concepts
- Application of problems in a contextual situation to make learning relevant to real-life experiences
- In content classes, focus on the meaning ELL students are conveying, not so much on their grammar and usage
- Explicit teaching of vocabulary/academic language—not in isolation, but coupled with drawings, pictures, or sentence frames to aid memory and add context
- Directly teaching study skills
- Provide supports for note taking with the use of visual/advance organizers, sentence frames
- Collaboration between ELL and content teachers in planning and support
- Strategic use of linguistic accommodations in classroom and assessment

Teaching Literacy to ELLs with Limited or Interrupted Formal Education

According to the authors of *Developing Literacy in Second-Language Learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (August, Shanahan, 2006), ELLs benefit from the same reading components identified by the National Reading Panel (NICHD, 2000)—**phonemic awareness, phonics, fluency, vocabulary, and text comprehension** as other learners do. The authors add, however, that while these components are necessary, they are not sufficient for teaching language-minority students to read and write proficiently in English. **Oral proficiency in English is critical as well—but student performance suggests that it is often overlooked in instruction.** Well-developed oral proficiency in English is associated with reading comprehension and writing skills. It is not enough to teach language language-minority students reading skills alone. Extensive oral English development must be incorporated into successful literacy instruction. **The most successful literacy instructional practices for ELLs are programs that provide instructional support of oral language development in English, aligned with high-quality literacy instruction**. In her book, *Classroom Instruction that Works with English Language Learners,* Jane Hill notes that in the urgency to teach reading and writing often in response to high-stakes testing, the need for students acquiring English to listen and talk has been overshadowed. Good writing grows from good speaking. To improve written language output, students need opportunities to practice rich academic talk.

If the measures listed above indicate a student's education has been interrupted or is limited, begin with the *Early Literacy Readiness Skills for SLIFE Students* (see below). Another resource educators may refer to are the Common Core State Standards (CCSS) for ELA section *Reading: Foundational Skills* (NGA Center & CCSSO, 2010). This guide is a very in-depth listing of basic reading skills in a strategic order by grade level. Here is the link: http://www.corestandards.org/ELA-Literacy/. The resources referred to are not considered to be pre-requisites to the standards; rather their purpose serves as a place to start with some students. Integrate the Nebraska English Language Proficiency and English Language Arts Standards as appropriate.

READINESS SKILLS
Example Indicators
SPEAKING AND LISTENING
• Phonological awareness
• Divide words into individual phonemes (sounds)
• Divide spoken sentence into individual words
• Distinguish rhyming words from non-rhyming words
• Produce rhyming words
• Identify and isolate the initial and final sound of a spoken word
• Add delete or change sounds to change words such as, cow to how
• Blend sounds to make words
READING READINESS
• Recognize environmental print
• Begin to choose own reading materials
• Recognize own name in print
• Hold a book and turn pages correctly
• Can indicate front and back parts of the book
• Respond to illustrations in book
• Participate in group reading
• Begin to make predications
• Begin to make connections to own experiences
• Memorize pattern books, songs, poems, and familiar books
• Understand print conveys meaning
• Begin to read environmental print
• Read using one-to-one correspondence (match finger to words being read)
• Follow top to bottom, left to right, and front to back
• Know letter names
• Know letter sounds
• Begin to read basic sight words
• Read books with simple patterns
• Can identify title, author, and illustrator
• Begin to read own writing
• Read simple early readers

WRITING READINESS
• Rely on pictures to convey meaning
• Begin to label and adds words
• Demonstrate that print conveys meaning
• Write recognizable letters to represent words
• Tell about own pictures and writing
• Write top to bottom, left to right
• Begin to demonstrate understanding of letter/sound relationship
• Copy letters and words from a model (Environmental print)
• Print upper/lower case letters legibly
• Use beginning consonants to make words
• Use beginning and ending consonants to make words
• Use beginning, middle, and ending sounds to make words
• Write using invented spelling
• Write names and familiar words
• Begin to use proper spacing between letters and words
• Begin to write recognizable short sentences
• Begin to use simple punctuation in writing such as, capital letters and periods
• Begin to read own writing

Teaching Math to ELLs with Limited or Interrupted Formal Education

As mentioned previously, ELLs have the double duty of trying to learn academic content while simultaneously learning English. For SLIFE students, this becomes even more challenging given their lack of prior schooling experiences. Teachers are tasked with helping students develop important mathematical concepts while also teaching them the academic language necessary to achieve state content standards. It is increasingly clear that while math and other content-based vocabulary is important for ELLs to know, teaching vocabulary words alone is insufficient to meet the demands of the college and career ready standards. Students will benefit from strategies that provide practice in participating in academic conversations. ELL teachers and classroom teachers working together to identify the language demands of a content lesson, paired with strategic scaffolds can give these students the support they need to participate in the curriculum. The *Early Math Readiness Skills for Students with Limited or Interrupted Formal Education* (see below) give teachers a place to start, with the goal of integrating the Nebraska English Language Proficiency Standards and Math Content Standards as appropriate.

Early Math Readiness Skills for Students with Limited or Interrupted Formal Education

MATH READINESS*
Students can demonstrate math readiness in English or native language.
• Distinguish between numerals and letters
• Count orally to 10
• Say, read and write numbers to 20
• Say, read and write numbers to 100
• Count objects to 10 (Make one-to-one correspondence)
• Count objects to 20 (Make one-to-one correspondence)
• Count objects to 100 (Make one-to-one correspondence)
• Count backwards from 20
• Understand part to relationships
• Relate money to buying
• Recognize currency
• Begin to relate time to personal life, such as calendar and clock
• Sort objects according to size, shape and color
• Recognize patterns in the environment
• Use measurement for comparison such as, more/less, bigger/smaller
• Count to 10 by 2's, 20 by 5's and 100 by 10's
• Add and subtract by manipulating objects
• Use time vocabulary such as, seasons, months, hours, and minutes
• Identify shapes
• Interpret developmentally appropriate math symbols (+,-,x,=)

Glossary

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

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

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

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

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

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

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

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

Control: As used in the ELP Standards, refers to the degree to which a student may use a particular form with stability and precision. For example, independent control occurs when "In more sophisticated explanations, children have little or no difficulty simultaneously employing many complex and sophisticated linguistic devices [see **Linking words**], and their explanations require little effort from a listener to understand the steps or process being explained" (Bailey, 2013, p. 13).

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

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

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

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

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

EP: ELA "Practices," which describe ways in which developing student practitioners of ELA should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The

practices are student actions, not teaching practices. Developed for the ELPD Framework by CCSS for ELA writer Susan Pimentel as analogous to the existing mathematics and science & engineering practices, but not found in the original CCSS for ELA.

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

Formulaic expressions: Expressions produced in accordance with a mechanically followed rule or style. In the initial stages of English language acquisition, formulaic expressions are learned as a "chunk" in reference to familiar topics or objects in the immediate environment. Examples of formulaic expressions used during the initial 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 Top 100 High-Frequency Words (e.g., "the," "a," "and," "but"). The term "basic" is not used in the ELP Standards because a term that is basic to one person may not be basic to another; acquisition of specific words and phrases depends on exposure and experiences.

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

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

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

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

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

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

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

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

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

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

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

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

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

MP: The CCSS for Mathematical Standards for Practice or Mathematical Practices. The practices describe ways in which developing student practitioners of mathematics should increasingly engage with the subject matter as they grow in content-area maturity and expertise throughout their elementary, middle, and high school years. The *Standards for Mathematical Practice* are descendants of the *Adding It Up* proficiencies (Kilpatrick, Swafford, & Findell, 2001) and the NCTM process standards (NCTM, 2000). They also descend from work on Habits of Mind (Driscoll, 1995) and the national syllabi of Singapore, Japan, and Finland. For more examples of the Mathematical Practices, see http://www.insidemathematics.org/index.php/commmon-core-math-intro.

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 CCSS, this refers to grade-appropriate general academic and domain-specific words and phrases, analogous to Tier Three words. (However, the ELP Standards 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**.

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