

## **AGENDA**

### **STATE BOARD OF EDUCATION**

June 12, 2006

Arkansas Department of Education

State Education Building

9:00 AM

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### **Consent Agenda**

#### **C-1 Minutes - May 8, 2006**

*Presenter: Diane Tatum*

#### **C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan**

*As part of the Agency's continuing obligation to the Pulaski County desegregation suit, the Board receives a monthly update of actions and events. Activities included professional development for administrators, consultations with the Little Rock District concerning administration of federal programs, and monitoring of schools in the three districts.*

*Presenter: Dr. Charity Smith*

#### **C-3 Newly Employed, Promotions and Separations**

*Information item only*

*Presenter: Beverly Williams*

#### **C-4 Report of Waivers to School Districts for Teachers Teaching Out-of-Field for Longer than Thirty (30) Consecutive Days, Act 1623 of 2001**

*Act 1623 of 2001 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Waiver requests were received from 15 districts covering a total of 33 positions. None of these requests were from a district in academic distress. These requests have been reviewed by Department staff and are consistent with program guidelines.*

*Presenter: Beverly Williams/Ron Tolson*

#### **C-5 Review of Loan and Bond Applications**

*Operating guidelines require that the Board consider requests for funding from the Revolving Loan Fund and approval of other bonded commitments. Requests from 3 districts for revolving loans, 8 requests for 2nd Lein bonds and 2 requests for voted bonds have been reviewed and recommended for approval by the Department Loan and Bond Committee*

*Presenter: Amy Woody*

**C-6      Approval of Organizations for Implementation of Act 648, Community Service Program**

*The community Service Program and the Rules developed for its implementation require that the State Board of Education approve organizations in which students volunteer in those local school districts implementing community service learning as a graduation credit. Local school boards will select and approve local organizations based on this State Board approved pool. The Division of volunteerism within the Department of Human Services assisted ADE in creating the attached list.*

*Presenter: Dr. Gayle Potter*

**Action Agenda**

**A-1      Request from Strong-Huttig School District for Approval to Close an Isolated School: Huttig Junior High School**

*Pursuant to Act 1397 of 2005, on April 12, 2006, the Strong-Huttig School District submitted its request for approval to close the isolated Huttig Junior High School at the close of the 2005-2006 school year. As required, the Strong-Huttig School District submitted copies of board minutes approving by majority vote of the local board members the closure of Huttig Junior High School. The Department has attached an Attorney General's Opinion related to the issues of desegregation concerns.*

*Presenter: Scott Smith*

**A-2      Arkansas Better Chance for School Success Program Renewal Grants 2006-2007**

*ABC Rules require each funded award be reviewed and approved for renewal annually. The request for proposals was approved by the Board on April 10, 2006. Since that time proposals have been received, reviewed and staff submits the attached recommendations for continued funding.*

*Presenter: Paul Lazenby*

**A-3      Approval of English Language Proficiency Framework Document for the Grades K - 12**

*Under Title III of the No Child Left Behind Legislation, the State is required to establish Content Standards for English language proficiency for K - 12 for English language learners. This framework is required to be linked to the State's content standards in English language arts and mathematics. Statewide committees of teacher completed revising this framework in May 2006.*

*Presenter: Dr. Gayle Potter*

**A-4      Declaration of Critical Academic Shortage Areas as Required by ACT 1146 of 2001**

*Act 1146 of 2001 amends A.C.A 24-7-208(f) and establishes a waiver process by which retirees can be hired by a school district to teach in critical academic shortage areas when suitable active employees are not available to fill the licensed positions. Section 2(3)(A) requires that the State Board of Education annually declare those critical academic areas.*

*Presenter: Beverly Williams*

**A-5      Consideration of Technical Amendments to Arkansas Department of Education Rule Governing the Non-Traditional Licensure Program (NTLP)**

*The Board gave final approval to this Rule on April 10, 2006. Since that time staff has recognized the need for minor technical amendments to the approved Rule. These revisions are not intended to change the meaning or context of the Rule, but to clarify. These technical amendments, if approved, do not require resubmission of the Rule through the Administrative Procedures Act.*

**Presenter:** Beverly Williams

**A-6      Report of the Status of School Districts in Fiscal Distress**

*In April 2005, the Board classified 11 Arkansas School Districts for fiscal distress. This report includes a status update on these 11 districts.*

**Presenter:** Dr. Bobbie Davis

**A-7      Classification of Districts in Fiscal Distress**

*At the May 8, 2006, four districts were identified as meeting conditions for fiscal distress. Districts have been informed of the pending action. The Department recommends that Cross County, Hughes, Omaha and Turrell School Districts be classified in fiscal distress for the 2006-2007 school year.*

**Presenter:** Dr. Bobbie Davis

**A-8      Request for Final Approval of the Arkansas Department of Education Rule Governing Assessment Scores for Students Attending the School for Mathematics, Science and Arts of the University of Arkansas**

*This Rule was adopted for public comment on April 10, 2006. A public hearing was conducted on Wednesday, May 24, 2006. There were no attendees for the public hearing nor did the Department receive written comments. There are no suggested changes from the proposed Rule previously reviewed and adopted for public comment.*

**Presenter:** Dr. Charity Smith

**A-9      Surrender of Charter for West Woods Elementary Conversion Charter School, El Dorado Public Schools**

*The Superintendent of the El Dorado School District has informed the Department that the District will surrender the Charter at the end of the fiscal year (June 30, 2006).*

**Presenter:** Mary Ann Brown

**A-10      Continued Consideration of Renewal of FOCUS Academy Open-Enrollment Charter School**

*The State Board approved the FOCUS Academy open-enrollment charter school in 2003. Renewal of the charter was presented at the January 9, 2006, Board meeting at which time action on the renewal was tabled with the request that additional information was to be collected and provided to the Board. Additional fiscal information was provided in May but was not received in time for Department staff to review and report*

*at the May State Board meeting. Consideration is to include a review of the fiscal audit as well other aspects of the Charter renewal, which contain additional waiver requests.*

**Presenter:** Mary Ann Brown

**A-11      Request Approval of the Recommendation of Permanent Revocation of Teacher's License and Denial of Renewal of Teacher's License: Wayne Ramsey**

*Mr. Ramsey was convicted of one count of Manufacture, Possession or Delivery of Controlled Substances, a Felony offense.*

**Presenter:** Tripp Walter

**A-12      Request Approval of the Recommendation of Permanent Revocation of Teacher's License: Terrance Spratt**

*On April 15, 2006, Mr. Spratt was convicted of one count of Endangering the Welfare of a child in the Second Degree, a Class A Misdemeanor.*

**Presenter:** Tripp Walter

Minutes  
State Board of Education  
Monday, May 8, 2006

The State Board of Education met on Monday, May 8, 2006, in the Auditorium of the State Education Building. Dr. Jeanna Westmoreland, Chairman, called the meeting to order at 9:00 a.m.

The following Board members were present: Dr. Jeanna Westmoreland, Chairman; Diane Tatum, Vice-Chairman; Sherry Burrow; Shelby Hillman; Dr. Calvin King; Randy Lawson; Dr. Ben Mays; MaryJane Rebick and Dr. Naccaman Williams.

No Board members were absent.

Dr. James read a letter from Governor Mike Huckabee recognizing the service of Dr. Jeanna Westmoreland as a member of the State Board of Education and her service as chair of the Board this year. He also presented a Board resolution and plaque recognizing Dr. Westmoreland's service to the Board.

**Consent Agenda**

Randy Lawson requested a revision to the Minutes from April 13, 2006, that would remove two paragraphs and other discussion wording under the item, "Request for Final Approval of Proposed Revisions to the Arkansas Department of Education Rule Governing the Non-Traditional Licensure Program (NTLP)." Mr. Lawson so moved. Ms. Hillman seconded the motion. The motion to revise the Minutes was adopted unanimously.

Ms. Hillman moved approval of the Consent Agenda with the revision to the April 13, 2006, Minutes as adopted. Ms. Tatum seconded the motion. The motion was adopted unanimously.

- Approval of Minutes – April 13, 2006 (as amended)
- Newly Employed, Promotions and Separations
- Report of Waivers to School Districts for Teachers Teaching Out-of-Field for Longer than (30) Consecutive Days, Act 1623 of 2001
- Consideration of Waivers from Standards for Accreditation for Marmaduke School District as a Result of Damage by a Tornado in that Community on April 2, 2006

*(A transcript of the deliberation of the following items was recorded by a Court Reporter and that transcript will be attached to the official minutes for the record.)*

**Request from the Bryant School District for Approval to Close an Isolated School: Paron High School**

Following presentations by parties involved and a question and answer session by the Board, Ms. Rebick moved adoption of the Bryant School District request to close Paron High School effective July 1, 2006. Ms. Hillman seconded the motion. The motion was adopted 7 yes and 1 no on a roll-call vote. Dr. Mays voted no.

### **Request from Smackover School District for Approval to Close an Isolated School: Mount Holly Elementary School**

Following presentations by parties involved and a question and answer session by the Board, Ms. Tatum moved approval of the Smackover School District request to close Mount Holly Elementary School. Mr. Lawson seconded the motion. The motion was adopted unanimously.

### **Consideration of the Petition for Voluntary Annexation of the Lockesburg School District into the DeQueen School District**

Following presentations by parties involved and a question and answer session by the Board, Ms. Hillman moved approval of the Voluntary Annexation of Lockesburg School District into the DeQueen School District. Mr. Lawson seconded the motion. The motion was adopted unanimously.

*(End court Reporter transcript)*

### **Request Approval of a Final Revision of the FY06 Public School Fund Budget**

John Kunkel was recognized to present this item. Mr. Kunkel reported that a revision to the Public School Fund Budget was necessary due to expenditures that are formula driven or due to legislation enacted during the recent special session of the Arkansas General Assembly. Mr. Kunkel asked that an additional amount (\$115,000) be added to the line item "Consolidation Incentive." He noted that this additional amount is necessary to accommodate the consolidations under consideration.

Ms. Hillman moved approval of the revisions to the Public School Fund Budget as proposed and revised by Mr. Kunkel. Dr. Williams seconded the motion. The motion was adopted unanimously.

### **Identification of School Districts in Fiscal Distress**

Dr. Bobbie Davis was recognized to present this item. Dr. Davis summarized the Department's process for review of local school district budgets. She noted that the major factor that suggests a school district's financial status is in jeopardy is a continuing declining balance: one that would lead a district to a zero balance if continued in a similar pattern for three years. Dr. Davis also stated that audit findings and other fiscal issues contribute to the overall fiscal assessment of local districts. She stated that this year the four districts that are listed in the materials have been notified of pending fiscal distress identification and that these districts have 30 days to provide additional evidence or appeal the findings. Dr. Davis informed the Board that at the June meeting, the Board will be presented either additional information or hear appeals from the districts documenting why the district should not be classified in fiscal distress. She noted that districts under review include: Cross County School District, Hughes School District, Omaha School District and Turrell School District.

Dr. Mays expressed concern that not all school districts may be reporting total athletics expenditures as outlined in Act 52, which would be cause for a school district to be classified as fiscal distress. Dr. Davis stated that she was not aware of any district that failed to meet the conditions of that legislation that would lead to fiscal distress designation. She also noted that Act 52 only requires reporting of state funds, not funds from other sources such as booster club or activity fund accounts.

Mr. Lawson moved to accept the report as presented. Ms. Burrow seconded the motion. The motion was adopted unanimously.

### **Consideration of Proposed Performance Rating System and Report from Standard Setting Session**

Dr. Charity Smith was recognized to present this item. Dr. Smith stated that this discussion is a continuation from her presentation in April. She summarized the procedure used by the Standard Setting Committee and outlined the options for Board consideration – to calculate performance using the median score or an average score.

Ms. Rebick asked if there was a recommendation from the Standard Setting Committee. Dr. Smith responded that the Committee worked with both values and did not express a preference.

Dr. Williams moved that the average statistic be adopted as the metric for calculating performance ratings for schools. Ms. Hillman seconded the motion. The motion was adopted unanimously.

### **Approval of Science Performance Level Descriptors for the Grade 5 and Grade 7 Science Benchmark Examinations, Limited English Proficiency Alternate Science Portfolio (Grade 5 and Grade 7), and Special Education Alternate Science Portfolio (Grade 5 and Grade 7)**

Dr. Gayle Potter was recognized to present this item. Dr. Potter stated that science assessment has been administered for the first time in the 2005-2006 school year and that descriptors of the performance levels must be determined. She noted that a committee of practitioners drafted the proposed descriptors and that the committee relied on national documents such as the National Assessment of Educational Progress (NAEP) to perform that work.

Ms. Rebick moved approval of the performance level descriptors as presented. Ms. Hillman seconded the motion. The motion was adopted unanimously.

### **Request for Approval for Public Comment of Proposed Revisions to the Arkansas Department of Education Rule Governing Eye and Vision Screening Report in Arkansas Public Schools**

Dee Cox was recognized to present this item. Ms. Cox stated that these are new Rules required by legislation and that the Department utilized a collaborative process to

establish the proposed document. She stated that public hearings would be held and comment requested from the public during the review process.

Mr. Lawson moved approval of the Rule for Public Comment. Ms. Burrow seconded the motion. The motion was adopted unanimously.

### **Site Selection, Arkansas Governor's School 2007-2009**

Ann Biggers was recognized to present this item. Ms. Biggers reported that requests for proposals and the Rules for selection previously adopted by the Board were distributed last November and that two (2) proposals were received: one from Hendrix College in Conway and one from Southern Arkansas University in Magnolia. She stated that a selection committee reviewed the written proposals and made site selection visits to each of the sites. She reported that the Committee unanimously recommended Hendrix College.

Dr. Williams inquired if any information would be provided to the schools pursuant to the Committee's review. Ms. Biggers stated that the "side-by-side" review that was provided to the Board had already been sent to the two applicants.

Ms. Hillman moved acceptance of the Hendrix College proposal for Governor's School site for 2007-2009. Mr. Lawson seconded the motion. The motion was adopted unanimously.

*(A transcript of the deliberation of the following items was recorded by a Court Reporter and that transcript will be attached to the official minutes for the record.)*

### **Consideration of Financial Status of Academics Plus Open-Enrollment Charter School in Maumelle**

During the dialogue, Dean Elliott, Chairman of the Academics Plus Board of Directors, reported that funds have been raised that will assure the school can pay all its obligations, including payments to Department of Agriculture, and finish the fiscal year June 30, 2006, with a fund balance of approximately \$25,000.

Mr. Elliott also informed the Board that the Academics Plus Board of Directors has adopted a resolution stating that unless the school enrolls a minimum of 286 students on or before July 1, the school will surrender its Charter on July 1, 2006.

Mr. Lawson moved that Academics Plus be required to submit to the Department of Education a report on the enrollment status in keeping with their resolution and that report be provided to the Board at the first meeting scheduled after July 1 at which time the Board would determine what, if any, further action may be warranted. Dr. Williams seconded the motion. The motion was adopted on a 7 yes, 0 no, 1 abstain vote. (Rebick abstained)

### **Annual Review of HAAS Hall Academy Open-Enrollment Charter School**



Dr. Martin Shoppmeyer reported that both the academic and fiscal status of HAAS Hall Academy have improved over the past year. Enrollment has increased and a benefactor has been identified who is willing to provide financial backing as well as assistance with fiscal management. John Scott, Vice President of Hanna's Candle Company located in Fayetteville affirmed his company's commitment to partner with HAAS Hall and to assist with management of the school.

Mr. Scott provided documentation noting outstanding debt of the school including back payments to Arkansas Teacher Retirement System and other government entities. He stated that the school with Hanna's Candles assistance would establish a plan that will assure debt replacement during the coming year.

No action was taken.

Upon inquiry by the Board Dr. Bobbie Davis stated that she was not aware of the debt reported by HAAS Hall and her office had not seen reports that were presented at the last minute. Mary Ann Brown also stated that the Charter School Office was not informed of the debt report that was presented.

The Board requested that Dr. Bobbie Davis follow up with HAAS Hall on financial matters and pursue any issues to her satisfaction and report any findings to the Board prior to any charter renewal process by HAAS Hall. The Board also emphasized the need for any documents that are requested for presentation to the Board must be provided to the Department at least two weeks prior to the scheduled meeting date.

### **Consideration of Renewal of FOCUS Academy Open-Enrollment Charter School**

Dr. Bobbie Davis reported to the Board that fiscal reports and state audit reports from FOCUS Academy were just received and the Department staff has not had time to review the reports. She requested that no action be taken pursuant to this item.

### **Revocation of Licensure: Gayla Chalmers**

Tripp Walter was recognized to present this item. Mr. Walter stated that attempts to contact Ms. Chalmers have been unsuccessful. Ms. Chalmers was not present nor was she represented at the meeting.

Ms. Burrow moved permanent revocation of teaching license for Gayla Chalmers. Ms. Tatum seconded the motion. The motion was adopted unanimously.

### **Other Business**

Dr. James was asked for an update on the Helena/West Helena School District. He reported that Dr. Bobbie Davis and Beverly Williams have been working with staff and the School Board. He stated that the School Board has not been reinstituted at this time, but Board members are participating in training provided by the Arkansas School Board's Association. Dr. James stated that the Department is asking the interim

superintendent to stay on for the 2006-2007 school year and indications are positive that he will accept that responsibility. He also noted that there is a Grand Jury investigation pending that involves that district and he is waiting on the report to determine the next steps.

Dr. James suggested that a meeting in July appears necessary and that the Liaison will be contacting members to determine the best date.

Ms. Tatum moved adjournment. Ms. Hillman seconded the motion. The motion was adopted unanimously.

The meeting adjourned at 2:15 p.m.

Minutes were recorded and reported by Dr. Charles D. Watson.

**ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY**  
**MAY 31, 2006**

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of May 2006.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF MAY 31, 2006</b>
<b><i>I. Financial Obligation</i></b>	As of April 30, 2006, State Foundation Funding payments paid for FY 05/06 totaled \$53,489,899 to LRSD, \$27,710,410 to NLRSD, and \$46,222,749 to PCSSD. The Magnet Operational Charge paid as of April 30, 2006, was \$11,460,245. The allotment for FY 05/06 was \$14,011,194. M-to-M incentive distributions for FY 05/06 as of April 30, 2006, were \$3,520,271 to LRSD, \$3,581,701 to NLRSD, and \$9,113,661 to PCSSD.
<b><i>II. Monitoring Compensatory Education</i></b>	On May 3, 2005, the ADE Implementation Phase Working Group met to review the Implementation Phase activities for the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. The PCSSD has petitioned to be released from some desegregation monitoring. There was discussion in the last legislative session that suggested all three districts in Pulaski County should seek unitary status. Legislators also discussed the possibility of having two school districts in Pulaski County instead of three. An Act was passed by the Legislature to conduct a feasibility study of having only a north school district and a south school district in Pulaski County. Removing Jacksonville from the PCSSD is also being studied. The next Implementation Phase Working Group Meeting is scheduled for July 7, 2005 at 1:30 p.m. in room 201-A at the ADE.
<b><i>III. A Petition for Election for LRSD will be Supported Should a Millage be Required</i></b>	Ongoing. All court pleadings are monitored monthly.
<b><i>IV. Repeal Statutes and Regulations that Impede Desegregation</i></b>	On October 27, 2003, the ADE sent letters to the school districts in Pulaski County asking if there were any new laws or regulations that may impede desegregation. The districts were asked to review laws passed during the 84 <sup>th</sup> Legislative Session, any new ADE rules or regulations, and district policies.
<b><i>V. Commitment to Principles</i></b>	On May 8, 2006, the Arkansas State Board of Education reviewed and approved the PMT and its executive summary for the month of April.

<b>IMPLEMENTATION PHASE ACTIVITY</b>	<b>PMT EXECUTIVE SUMMARY AS OF MAY 31, 2006</b>
<b><i>VI. Remediation</i></b>	The school districts in Pulaski County attended District Test Coordinator Training held in Little Rock on December 9, 2005. The LRSD had four individuals in attendance, the NLRSD had one, and the PCSSD had two.
<b><i>VII. Test Validation</i></b>	On February 12, 2001, the ADE Director provided the State Board of Education with a special update on desegregation activities.
<b><i>VIII. In-Service Training</i></b>	A Tri-District Staff Development Committee meeting was held on February 7, 2006, at the ADE. Doug Ask (PCSSD) and Kaye Lowe (NLRSD) attended. They discussed professional development for classroom walkthrough. It was recommended that two days of training should be used for the classroom walkthrough and one half day should be spent training on the Palm computers that will be used in the walkthrough. Extended school day and extended school year were discussed. The students can improve faster when they are in school more, but it is difficult to find teachers who want to teach in an extended time program. It was mentioned that many principals want to spend more time in ACSIP committee meetings. Science training for teachers in grades 3-5 was discussed.
<b><i>IX. Recruitment of Minority Teachers</i></b>	<p>In May 2006, the ADE Office of Professional Licensure requested a list of all spring minority graduates from all Arkansas colleges and universities with teacher education programs.</p> <p>In May 2006, the ADE Office of Professional Licensure sent a request to the three Pulaski County school districts asking for a list of teacher shortage areas.</p> <p>On May 13, 2006, the ADE hosted an Educators Career Fair from 9 a.m. to 2 p.m. at the Airport Holiday Inn in Little Rock. The event was designed to assist school districts in the recruitment of licensed teachers and administrators for hard-to-fill vacancies. Information was provided to educators regarding earning advanced degrees and adding areas of licensure. Superintendents, Education Service Cooperative Directors, Principals and other school hiring personnel were there to meet with prospective teachers and administrators.</p>

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<i>X. Financial Assistance to Minority Teacher Candidates</i>	<p>Ms. Tara Parker of the Arkansas Department of Higher Education reported minority scholarships for Fiscal Year 2005-2006 on October 14, 2005. These included the State Teacher Assistance Resource (STAR) Program, the Minority Teacher Scholars (MTS) Program, and the Minority Masters Fellows (MMF) Program. The scholarship awards for STAR are as follows:</p> <table><tr><td>STAR</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>White</td><td>274</td><td>1,195,500</td><td>45</td><td>240,000</td><td>319</td><td>1,435,500</td></tr><tr><td>Black</td><td>8</td><td>39,000</td><td>24</td><td>114,000</td><td>32</td><td>153,000</td></tr><tr><td>Hispanic</td><td></td><td></td><td>4</td><td>18,000</td><td>4</td><td>18,000</td></tr><tr><td>Asian</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Native Am.</td><td>2</td><td>9,000</td><td>3</td><td>15,000</td><td>5</td><td>24,000</td></tr><tr><td><b>Totals</b></td><td>284</td><td>1,243,500</td><td>76</td><td>387,000</td><td>360</td><td>1,630,500</td></tr></table> <p>The scholarship awards for MTS are as follows:</p> <table><tr><td>MTS</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>Black</td><td>2</td><td>10,000</td><td>42</td><td>210,000</td><td>44</td><td>220,000</td></tr><tr><td>Hispanic</td><td></td><td></td><td>2</td><td>10,000</td><td>2</td><td>10,000</td></tr><tr><td>Asian</td><td>1</td><td>5,000</td><td>1</td><td>5,000</td><td>2</td><td>10,000</td></tr><tr><td>Native Am.</td><td></td><td></td><td>2</td><td>10,000</td><td>2</td><td>10,000</td></tr><tr><td><b>Totals</b></td><td>3</td><td>15,000</td><td>47</td><td>235,000</td><td>50</td><td>250,000</td></tr></table> <p>The scholarship awards for MMF are as follows:</p> <table><tr><td>MMF</td><td>Male</td><td>Male</td><td>Female</td><td>Female</td><td>Total</td><td>Total</td></tr><tr><td>Race</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td><td>Count</td><td>Award</td></tr><tr><td>Black</td><td>2</td><td>7,500</td><td>24</td><td>122,500</td><td>26</td><td>130,000</td></tr><tr><td>Hispanic</td><td></td><td></td><td>2</td><td>10,000</td><td>2</td><td>10,000</td></tr><tr><td>Asian</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Native Am.</td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td><b>Totals</b></td><td>2</td><td>7,500</td><td>26</td><td>132,500</td><td>28</td><td>140,000</td></tr></table>	STAR	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	White	274	1,195,500	45	240,000	319	1,435,500	Black	8	39,000	24	114,000	32	153,000	Hispanic			4	18,000	4	18,000	Asian							Native Am.	2	9,000	3	15,000	5	24,000	<b>Totals</b>	284	1,243,500	76	387,000	360	1,630,500	MTS	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	10,000	42	210,000	44	220,000	Hispanic			2	10,000	2	10,000	Asian	1	5,000	1	5,000	2	10,000	Native Am.			2	10,000	2	10,000	<b>Totals</b>	3	15,000	47	235,000	50	250,000	MMF	Male	Male	Female	Female	Total	Total	Race	Count	Award	Count	Award	Count	Award	Black	2	7,500	24	122,500	26	130,000	Hispanic			2	10,000	2	10,000	Asian							Native Am.							<b>Totals</b>	2	7,500	26	132,500	28	140,000
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Black	2	7,500	24	122,500	26	130,000																																																																																																																																																					
Hispanic			2	10,000	2	10,000																																																																																																																																																					
Asian																																																																																																																																																											
Native Am.																																																																																																																																																											
<b>Totals</b>	2	7,500	26	132,500	28	140,000																																																																																																																																																					
<i>XI. Minority Recruitment of ADE Staff</i>	The MRC met on June 17, 2005 at the ADE. Demographic reports were presented showing ADE Employees Grade 21 and Above by Race and Section as of December 31, 2004 and March 31, 2005. These reports were reviewed to ensure accuracy. Due to the Legislative session, the MRC combined its review of the 2 <sup>nd</sup> and 3 <sup>rd</sup> quarters of the fiscal year.																																																																																																																																																										
<i>XII. School Construction</i>	This goal is completed. No additional reporting is required.																																																																																																																																																										
<i>XIII. Assist PCSSD</i>	Goal completed as of June 1995.																																																																																																																																																										
<i>XIV. Scattered Site Housing</i>	This goal is completed. No additional reporting is required.																																																																																																																																																										

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2006
<i>XV. Standardized Test Selection to Determine Loan Forgiveness</i>	Goal completed as of March 2001.
<i>XVI. Monitor School Improvement Plans</i>	<p>On April 26, 2006, ADE staff conducted ACSIP peer team visits at Geyer Springs, Gibbs, and Carver Elementary Schools in the LRSD.</p> <p>On April 27, 2006, ADE staff conducted ACSIP peer team visits at Mabelvale, Meadowcliff and ML King Elementary Schools in the LRSD.</p> <p>On April 12, 2006, ADE staff assisted with preparations for an ACSIP team visit at Meadow Park Elementary School in the NLRSD.</p> <p>On April 13, 2006, ADE staff assisted with preparations for an ACSIP team visit at Lynch Drive Elementary School in the NLRSD.</p> <p>On April 13, 2006, ADE staff acquired information regarding the number of literacy and math coaches at Rose City Middle School in the NLRSD.</p> <p>On April 17, 2006, ADE staff assisted with preparations for an ACSIP team visit at Amboy Elementary School in the NLRSD.</p> <p>On April 18, 2006, ADE staff assisted with preparations for an ACSIP team visit at Crestwood Elementary School in the NLRSD.</p> <p>On April 18, 2006, ADE staff assisted with preparations for an ACSIP team visit at Lakewood Elementary School in the NLRSD.</p> <p>On April 26, 2006, ADE staff coordinated ACSIP team visits at Amboy, Crestwood, Indian Hills, and Lakewood Elementary Schools in the NLRSD.</p> <p>On April 27, 2006, ADE staff coordinated ACSIP team visits at Lynch Drive, Meadow Park, and Seventh Street Elementary Schools in the NLRSD.</p> <p>On April 13, 2006, ADE staff provided technical assistance at Landmark Elementary School in the PCSSD. Gave the principal a copy of the state rubric, and a schedule for peer team visits.</p> <p>On April 18, 2006, ADE staff provided technical assistance at Oak Grove Elementary School in the PCSSD.</p>

IMPLEMENTATION PHASE ACTIVITY	PMT EXECUTIVE SUMMARY AS OF MAY 31, 2006
<b><i>XVI. Monitor School Improvement Plans (Continued)</i></b>	<p>On May 2, 2006, ADE staff provided technical assistance at Jacksonville Middle School in the PCSSD.</p> <p>On May 4, 2006, ADE staff met with the principal and the assistant principal at Maumelle Middle School in the PCSSD. Answered questions from the previous visit, discussed state rubric, interventions, wellness priority and preparations for the upcoming 2007 peer team visit.</p> <p>On May 5, 2006, ADE staff provided technical assistance at Crystal Hills Magnet School in the PCSSD.</p>
<b><i>XVII. Data Collection</i></b>	<p>The State Board of Education approved the new Desegregation Monitoring and Assistance Plan on December 8, 1999 and instructed the ADE to forward the document to Mr. Tim Gauger so that it may be filed in Federal court.</p>
<b><i>XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations</i></b>	<p>On July 10, 2002, the ADE held a Desegregation Monitoring and Assistance Plan meeting for the three school districts in Pulaski County. Mr. Willie Morris, ADE Lead Planner for Desegregation, presented information on the No Child Left Behind Act of 2001. A letter from U.S. Secretary of Education, Rod Paige, was discussed. It stated that school districts that are subject to a desegregation plan are not exempt from the public school choice requirements. "If a desegregation plan forbids the school district from offering any transfer option, the school district should secure appropriate changes to the plan to permit compliance with the public school choice requirements". Schools in Arkansas have not yet been designated "Identified for Improvement". After a school has been "Identified for Improvement", it must make "adequate yearly progress". Schools that fail to meet the definition of "adequate yearly progress", for two consecutive years, must provide public school choice and supplemental education services. A court decision regarding the LRSD Unitary Status is expected soon. The LRSD and the NLRSD attended the meeting. The next meeting about the Desegregation Monitoring and Assistance Plan will be held in August 2002, after school starts.</p>

## **Newly Employed, Promotions, and Separations**

### **NEWLY EMPLOYED FOR THE PERIOD OF May 1, 2006 - May 31, 2006**

**Courtney Salas-Ford- Attorney Specialist, Legal Services, Grade 22, effective 05-08-06.**

**Tascha Foster- Secretary I, Child Nutrition, Division of Fiscal and Administrative Services, Grade 11, effective 05/22/06.**

**\*Hope Moore- Secretary II, Curriculum, Assessment and Research, Division of Learning Services, Grade 13, effective 05/22/06.**

### **PROMOTIONS/ LATERAL TRANSFERS FOR THE PERIOD OF May 1, 2006 - May 31 2006**

**Philip Costner- from Public School Program Advisor, Standard Assurance, Grade 21, to Public School Administrative Advisor, School Improvement/ACSIP, Grade 21, effective 05/08/06. Lateral**

**Shelley Dirst- from Public School Administrative Advisor, Curriculum, Assessment and Research, Grade 21 to Public School Administrative Advisor, K-12 Literacy, Grade 21, effective 05/08/06. Lateral**

**Susan Gray- from NAEP State Coordinator, Curriculum, Assessment and Research, Grade 21 to Public School Program Advisor, Curriculum, Assessment and Research Grade 21, effective 05/08/06. Lateral**

**Kelly Howell- from Document Examiner II, Distance Learning, Division Research & Technology, Grade 12 to Secretary I, Grade 11, School Improvement/ACSIP, effective 05/22/06. Demotion**

### **SEPARATIONS FOR THE PERIOD OF May 1, 2006 - May 31, 2006**

**Sherrill Bufford- Public School Program Advisor, Special Education, Division of Learning Services, Grade 21, effective 05/26/06. Code 07. Length of Service: 0 years, 5 months, 14 days.**

**\*Brazierdene Watts- Public School Program Advisor, Grant Initiatives/Early Childhood, Division of Learning Services, Grade 21, effective 05/10/06. Code 07. Length of Service: 6 Years, 7 months, days.**

**\*Minority**

**AASIS Code:**

**Career Opportunity- 07**



LEA	NAME OF DISTRICT	# OF DENIED WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
O404000	Gravette Public School District	1	Wendell Robinson	No License	Math (9-12) & Coaching	
	<b>Total # of School Districts</b>	<b>Total # of Denied Waivers</b>				
	1	1				

LENGTH OF TIME TEACHING OUT OF AREA
2005-2006

[illegible][illegible]

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
O801000	Berryville Public School District	1	Susan Phillips	English Language Arts (7-12)	Journalism	
	Camden Public School District					
5204000		1	Carolyn Snider	Long-Term Substitute Teacher	Special Education	
				Middle School English (5-8)		
				Elementary (1-6)		
3601000	Clarksville Public School District	1	Carmella Hollaway	Long-Term Substitute Teacher	Middle School Social Studies	
				Secondary Physical Education (7-12)		
				Coaching (7-12)		
				Business Technology (7-12)		
O404000	Gravette Public School District	9	Virginia Reeves	Long-Term Substitute Teacher	5th grade	
			Judie Dollar	English Language Arts (7-12)	English (6th grade)	
			Rachel Gibson	Social Studies (7-12)	G.A.T.E	
			Distin Dean	Social Studies (7-12)	Core Curriculum (7-8)	
			David McClure	Secondary Physical Education (7-12)	Biology (9-12)	
				Coaching (7-12)		
				Applied Biology/Chemistry I (7-12)		
				Applied Biology/Chemistry II (7-12)		
			Norman Mitchell	Health Education (7-12)	Science (9-12)	
				Secondary Physical Education (7-12)		
				Coaching (7-12)		
				General Science (7-12)		
				Biology (7-12)		

LENGTH OF TIME TEACHING OUT OF AREA
2005-2006
2005-2006
2005-2006
2005-2006
2004-2005
2005-2006
2004-2005
2005-2006
2005-2006
2005-2006
2005-2006

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
				Physical Science (7-12)		
			Samuel Oswalt	Secondary Principal (5-12) General Science (7-12)	Special Education (9-12)	
				Life/Earth Science (7-12)		
				Special Ed Instructional Specialist (4-12)		
				Chemistry (9-12)		
				Physical Science (7-12)		
			Terri Hopper	Middle School English (5-8) English Language Arts (7-12)	5th grade	
			Chase Holloway	Physical/Earth Science (7-12)	Science (9-12)	
2903000	Hope Public School District	2	Roy Whatley	Health Education (7-12)	Mathematics (7-12)	
				Physical Education (K-12)		
				Coaching (7-12)		
				Middle School Math (5-8)		
			David Ehrhardt	Physical Education (K-12)	Mathematics (7-12)	
				Basic Math Endorsement (7-12)		
	Mayflower Public School District	1	Kristin Allbritton	Early Childhood Education (P-4) Elementary (K-6)	Art	
3104000	Mountain Home Public School District	1	Grant Greenhaw	PE/Wellness/LEI (P-8) PE/Wellness/LEI (7-12) Coaching (7-12)	Science (8th grade)	
	Mineral Springs School District	8	Donica Barger	MidChLangArt/SS (4-8) Social Studies (7-12)	Science (9-12)	
O303000						

LENGTH OF TIME TEACHING OUT OF AREA
2005-2006
2005-2006
2005-2006
2005-2006
2005-2006
2004-2005
2005-2006

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
				MidChSci/Math (4-8)		
			Robbie Redman	Family & Consumer Science (7-12)	Music and Art (K-12)	
			Cindi Adcock	MidChLangArt/SS (4-8)	Special Education	
				Middle School Science/Math (4-8)		
				Elementary (1-6)		
				Physical Education (5-8)	Special Education	
			Alvin Stewart	Social Studies (7-12)	Social Studies (7-12)	
				Arkansas History (5-8)		
				Global Studies (7-12)		
				Economics (7-12)		
			Aleshia Erwin	MidChLangArt/SS (4-8)	Algebra I and Math (8)	
				Social Studies (7-12)		
				MidChSci/Math (4-8)		
				Elementary (1-6)		
			Joyce White	Elementary (1-6)	Library Media Specialist	
				Reading Specialist (P-8)		
				Reading Specialist (7-12)		
			Adam Matthews	MidChLangArt/SS (4-8)	Math	
				MidChSci/Math (4-8)		
				PE/Wellness/LEI (P-8)		
				PE/Wellness/LEI (7-12)		
				Coaching (7-12)		
			Bobby Jones	Secondary Physical Education (7-12)	Arkansas History & Social Studies (7-8)	
				Coaching (7-12)		



LENGTH OF TIME TEACHING OUT OF AREA
2005-2006
2005-2006
2003-2004
2004-2005
2005-2006
2004-2005
2005-2006
2005-2006
2004-2005
2005-2006
2005-2006
2005-2006

LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
4713000	Osceola Public School District	1	Amber Parke	English Language Arts (7-12)	Journalism	
5303000	Perryville Public School District	1	Chris Collins	Long-Term Substitute Teacher	Science (7-8)	
7206000	Prairie Grove School District	1	Mandy Bartholomew	Business Ed Vocational Endorsement (7-12) Business Technology (7-12)	Marketing	
O405000	Rogers Public School District	1	Kristen Winn	English Language Arts (7-12)	Special Education Resource	
5805000	Russellville Public School District	3	Bryan Jernigan	MidChLangArt/SS (4-8) Social Studies (7-12) MidChSci/Math (4-8)	Coaching (7-12)	
			Codey Mann	Social Studies (7-12)	Coaching (7-12)	
			Joshua Edgin	MidChLangArt/SS (4-8) Social Studies (7-12) MidChSci/Math (4-8)	Coaching (7-12)	
5607000	Weiner Public School District	1	Johnny Taylor	Secondary Physical Education (7-12) Coaching (7-12)	Health	
1803000	West Memphis Public School District	1	Margaret Lane	Long-Term Substitute Teacher Elementary (1-6)	Career Orientation	

















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LEA	NAME OF DISTRICT	# OF WAIVERS	NAME OF TEACHER(S)	CURRENT AREA(S) OF CERTIFICATION	OUT OF AREA TEACHING ASSIGNMENT	OUT OF AREA ADMIN ASSIGNMENT
	<b>Total # of School Districts</b>	<b>Total # of Waivers</b>				
	41	166				



LENGTH OF TIME TEACHING OUT OF AREA

[illegible][illegible]

**ACT 1623/ Monthly Report**  
**June 12, 2006**  
**2005 - 2006 School Year**

<p style="text-align: center;"><b>Monthly Total of School Districts</b></p> <p style="text-align: center;"><b>15</b></p>	<p style="text-align: center;"><b># of Waiver Requests Recommended</b></p> <p style="text-align: center;"><b>33</b></p>
<p style="text-align: center;"><b>Total of School Districts Requesting Waivers</b></p> <p style="text-align: center;"><b>177</b></p>	<p style="text-align: center;"><b>Total # of Waivers Requested Recommended</b></p> <p style="text-align: center;"><b>871</b></p>

<p style="text-align: center;"><b>Monthly Total # of School Districts with Waivers Denied</b></p> <p style="text-align: center;"><b>1</b></p>	<p style="text-align: center;"><b># of Waivers Requested and Denied</b></p> <p style="text-align: center;"><b>1</b></p>
<p style="text-align: center;"><b>Total of School Districts with Waiver Requests Denied</b></p> <p style="text-align: center;"><b>38</b></p>	<p style="text-align: center;"><b>Total # of Waivers Requested and Denied</b></p> <p style="text-align: center;"><b>71</b></p>

**The Following School Districts in Academic Distress Requested Waivers Under Act 1623**

<b>School District Requesting Waiver</b>	<b>Number of Waivers</b>	<b>Subject Areas and Level</b>
<b>None</b>	<i>0</i>	<i>N/A</i>

## **Section 1**

### **Revolving Loans to School Districts**

Pursuant to Arkansas Code Annotated (A. C. A.) § 6-20-802, school districts may borrow from the Revolving Loan Program for any of the following purposes:

- (1) Funding of its legally issued and outstanding postdated warrants;
- (2) Purchase of new or used school buses or refurbishing school buses;
- (3) Payment of premiums on insurance policies covering its school buildings, facilities, and equipment in instances where the insurance coverage extends three (3) years or longer; and replacement of or payment of the district's pro rata part of the expense of employing professional appraisers as authorized by §§ 26-26-601 through 26-26-607 or other laws providing for the appraisal or reappraisal and assessment of property for ad valorem tax purposes;
- (4) Making major repairs and constructing additions to existing school buildings and facilities;
- (5) Purchase of surplus buildings and equipment;
- (6) Purchase of school sites for and the cost of construction thereon of school buildings and facilities and the purchase of equipment for the buildings;
- (7) Purchase of its legally issued and outstanding commercial bonds at a discount provided that a substantial savings in gross interest charges can thus be effected;
- (8) Refunding of all or any part of its legally issued and outstanding debt, both funded and unfunded;
- (9) Purchase of equipment;
- (10) Payment of loans secured for settlement resulting from litigation against a school district;
- (11) The purchase of energy conservation measures as defined in Title 6, Chapter 20, Subchapter 4; and
- (12) (A) The maintenance and operation of the school district in an amount equal to delinquent property taxes resulting from bankruptcies or receiverships of taxpayers and for loans to school districts in an amount equal to insured facility loss or damage when the insurance claim is being litigated or arbitrated.  
(B) For purposes of this subdivision, the loans become payable and due when the final settlement is made, and the loan limits prescribed by § 6-20-803 shall not apply.

The maximum amount a school district may borrow is \$500,000 (A. C. A. § 6-20-803). Revolving loans are limited to a term of ten (10) years (A. C. A. § 6-20-806).

**STATE BOARD OF EDUCATION MEETING  
JUNE 12, 2006  
APPLICATIONS FOR REVOLVING LOANS**

**REVOLVING LOAN APPLICATIONS:**

<b>1</b>	<b>Construction</b>	<b>\$</b>	<b>140,000.00</b>
<b>2</b>	<b>School Bus</b>		<b>110,114.00</b>
<hr/>			
<b>3</b>		<b>\$</b>	<b>250,114.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
REVOLVING LOANS  
CONSTRUCTION  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Greenland	Washington	1,097	140,000.00	10.01%	5,982,544	Purchase of property and repair to street and parking areas.

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
REVOLVING LOANS  
SCHOOL BUS  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Hartford	Sebastian	430	60,214.00	2.33%	431,896	Purchasing a new school bus.
Horatio	Sevier	813	49,900.00	8.03%	1,934,711	Purchasing a 72 passenger Bluebird school bus.



## **Section 2**

### **Second Lien Bonds**

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING  
JUNE 12, 2006  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>8</b>	<b>2nd Lien</b>	<b>\$</b>	<b>16,365,000.00</b>
<hr/>			<hr/>
<b>8</b>		<b>\$</b>	<b>16,365,000.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
2<sup>ND</sup> LIEN  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
Bradford	White	531	585,000	7.55%	1,420,000	District's share of an Academic Facility Project of an addition that will house an elementary physical education facility and art, choir, and band classrooms (\$557,010), cost of issuance and underwriter's discount (\$27,990) with any remaining funds to be used for refurbishing remodeling, and equipping existing school facilities.
Farmington	Washington	1,958	650,000	15.55%	16,955,000	Acquiring land for school facilities (\$615,000) and cost of issuance and underwriter's discount (\$35,000)
Fort Smith	Sebastian	12,830	6,625,000	2.85%	31,885,563	Constructing, renovating, and equipping school facilities (\$6,500,000), and cost of issuance and underwriter's discount (\$125,000).
Lavaca	Sebastian	851	1,600,000	14.90%	6,218,217	Constructing an addition to a new high school (\$1,535,000) and cost of issuance and underwriter's discount (\$65,000).
Mineral Springs	Howard	618	220,000	9.54%	2,833,333	Constructing and equipping a combined band hall and physical education facility (\$200,000) and cost of issuance and underwriter's discount (\$20,000) with any remaining funds to be used for other projects and equipment purchases.
Prairie Grove	Washington	1,506	1,550,000	15.36%	12,110,000	The district's share of an Academic Facility Project for erecting and equipping additional classrooms, restrooms, custodial area, and administrative offices to the Middle School; erecting and equipping additional classrooms, restrooms, and custodial area to the existing Elementary School; erecting and equipping additional classrooms to the existing High School (\$1,239,370); refurbishing remodeling, and equipping existing school facilities (\$255,430) and for cost of issuance and underwriter's discount (\$55,200).

Van Buren	Crawford	5,514	5,000,000	19.84%	60,740,000	Constructing, renovating, and equipping school facilities (\$4,885,000) and for cost of issuance and underwriter's discount (\$115,000).
Weiner	Poinsett	361	135,000	3.34%	1,192,242	Replacing the roof on the gymnasium (\$125,000) and cost of issuance and underwriter's discount (\$10,000).

### **Section 3**

#### **Voted Bonds**

Arkansas Code Annotated (A. C. A.) § 6-20-1201 states the following:

All school districts are authorized to borrow money and to issue negotiable bonds for the repayment thereof from school funds for the building and equipping of school buildings, for making additions and repairs thereto, for purchasing sites therefore, for purchasing new or used school buses, for refurbishing school buses, the professional development and training of teachers or other programs authorized under the federally recognized Qualified Zone Academy Bond program codified at 26 U.S.C. 1397E, and for paying off outstanding postdated warrants, installment contracts, revolving loans, and lease-purchase agreements, as provided in this act.

**STATE BOARD OF EDUCATION MEETING  
JUNE 12, 2006  
APPLICATIONS FOR COMMERCIAL BONDS**

**COMMERCIAL BOND APPLICATIONS:**

<b>2</b>	<b>Voted</b>	<b>\$</b>	<b>8,530,000.00</b>
<hr/>			<hr/>
<b>2</b>		<b>\$</b>	<b>8,530,000.00</b>

**SCHOOL DISTRICTS FINANCIAL TRANSACTIONS  
COMMERCIAL BONDS  
VOTED  
RECOMMEND APPROVAL**

<b>DISTRICT</b>	<b>COUNTY</b>	<b>ADM</b>	<b>AMOUNT OF APPLICATION</b>	<b>DEBT RATIO</b>	<b>TOTAL DEBT W/THIS APPLICATION</b>	<b>PURPOSE</b>
East End	Perry	729	300,000	15.02%	4,000,796	Refunding the outstanding lease purchase agreements dated 2/14/05 and 4/28/04 (\$175,250), refurbishing and remodeling existing school facilities (\$109,750), and cost of issuance and underwriter's discount (\$15,000).
Trumann	Poinsett	1,740	8,230,000	11.33%	8,387,626	Refunding the outstanding bond issue dated 11/1/03 (\$1,500,729); the districts share of the Academic Facility Project of erecting and equipping a new high school facility (\$6,521,461); and for cost of issuance and underwriter's discount (\$207,810).

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**Recommended Student Community Service Sites**  
**Act 648**  
**Increment 17**

---

<b>Service Site</b>	<b>City/Town</b>	<b>County</b>	<b>School District</b>
Milam Cattle Company	Prescott, AR	Nevada	Prescott School District
Mid America Museum	Hot Springs	Garland	Garland Co. School District
Area 10 Special Olympics	Benton	Saline/Garland/Clark/Pike & Montgomery	Hot Springs, Clark, Pike, & Montgomery Schs
Natural Resources Conservation Services	Ash Flat	Sharp	Cave City School District
The Maples at HAR-BER Meadows	Springdale	Washington	Springdale School District



ARKANSAS DEPARTMENT OF  
**Education**

*Dr. T. Kenneth James, Commissioner*

4 State Capitol Mall • Little Rock, AR 72201-1071  
(501) 682-4475  
<http://arkedu.state.ar.us>

**OFFICE OF GENERAL COUNSEL**

May 8, 2006

Mr. Saul Lusk  
Superintendent  
Strong-Huttig School District  
P.O. Box 735  
Strong, AR 71765

Dear Mr. Lusk:

This letter is to notify you that your request and Petition for the Closure of an Isolated School, specifically the Huttig Junior High has been received by the Arkansas Department of Education. Please be advised that the State Board of Education will conduct a hearing on this matter at its regularly scheduled meeting on Monday, June 12, 2006, beginning at 9:00 a.m. The meeting will be held in the Auditorium of the Arch Ford Education Building, #4 Capitol Mall, Little Rock, AR 72201.

You, and any local school board members or other district representatives who might wish to address the State Board, should plan to be in attendance at the meeting.

If you have any questions, please contact my office.

Sincerely,



Scott Smith  
General Counsel

SS/tw/slr

cc: State Board Office

**STATE BOARD OF EDUCATION:** Chair: Dr. Jeanna Westmoreland, Arkadelphia • Vice Chair: Diane Tatum, Pine Bluff  
Members: Sherry Burrow, Jonesboro • Shelby Hillman, Carlisle • Dr. Calvin King, Marianna •  
Randy Lawson, Bentonville • Dr. Ben Mays, Clinton • MaryJane Rebick, Little Rock •  
Dr. Naccaman Williams, Springdale

*An Equal Opportunity Employer*

Central Office  
(870) 797-7322

# Strong-Huttig Public Schools

Huttig Campus  
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(870) 797-2257

P.O. Box 735  
635 S. Concord  
Strong, Arkansas 71765

Fax:  
(870) 943-2322

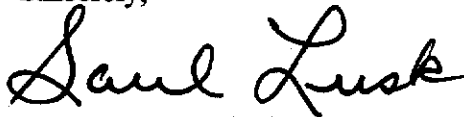
April 7, 2006

Mr. Scott Smith, General Counsel  
State Board of Education  
#4 Capitol Mall, Room 404-A  
Little Rock, AR 72204

Dear Mr. Smith,

Please find enclosed a resolution from the Strong-Huttig Board of Education along with other information requesting the State Board to consider closing the building that currently house 7<sup>th</sup> and 8<sup>th</sup> at our campus at Huttig (formerly Huttig High School). We ask that the State Board review this information at it's earliest convenience. Please contact me if there is anything else that we need to submit or if you have any questions.

Sincerely,



Saul Lusk, Superintendent  
Strong-Huttig School District

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APR 12 2006

DEPARTMENT OF EDUCATION  
GENERAL DIVISION

**BEFORE THE ARKANSAS STATE BOARD OF EDUCATION**

**IN THE MATTER OF THE CLOSURE OF THE  
HUTTIG JR. HIGH SCHOOL BUILDING OF THE  
STRONG-HUTTIG SCHOOL DISTRICT IN UNION COUNTY:**

**PETITION FOR CLOSURE OF A BUILDING OF AN ISOLATED SCHOOL**

COMES NOW the Strong-Huttig School District of Union County (Petitioner), acting by and through it's Superintendent and the President of the Board of Directors duly authorized, to petition the State Board of Education to officially close the Huttig Jr. High School Building (formerly the Huttig High School Building) and would hereby submit to the Board as follows:

1. Pursuant to Act 1397 of 2005, the Petitioner hereby submits and incorporates in this petition as Exhibit A, B and C attached hereto, proof of the legally binding local board resolution to the Huttig Jr. High Building as approved by a majority of the quorum present of the local board of education.

2. The Petitioner submits in this petition Exhibit D attached hereto, a copy of a report presented to board members and to patrons who attended a special meeting which allowed for comments and discussions from the public about the closing of the Huttig Jr. High Building.

3. The Petitioner submits in this petition Exhibit E a copy of a report prepared by the School Superintendent and district bookkeeper that shows that the district will receive approximately **\$1,000,000 less** in revenue that it did in 2004-2005.

4. The Petitioner submits that the transporting of the 7<sup>th</sup> and 8<sup>th</sup> grade students from Huttig to Strong will add no additional bus routes to the transportation budget since buses are already being sent to Strong High School to transport 9-12 students to and from the school campus. The distance between the city limits of the the two towns is approximately 12 miles.

5. The Petitioner submits that the facilities at the Strong Campus will adequately accommodate the 7<sup>th</sup> and 8<sup>th</sup> grade students. 7<sup>th</sup> and 8<sup>th</sup> agrade students will be isolated from the 9-12 students as much as possible in the Math-Science Building located at the Strong Campus. The district will construct four additional Architectural designed and engineered classrooms to help complete the move and provide for a smooth transition for 7<sup>th</sup> and 8<sup>th</sup> grade students.

6. The Petitioner submits that all Huttig Jr. High certified and classified staff will have employment within the Strong-Huttig Scool District for the 2006-07 school year.

7. The Petitioner submits that the petition for closure will not negatively impact the desegregation efforts or violate any valid court order from a court of proper jurisdiction.

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GENERAL DIVISION

Wherefore, the Petitioner request that the State Board of Education approve the closure of the Huttig Jr. High School Building and the 7<sup>th</sup> & 8<sup>th</sup> graders be transferred to Strong High School, and that it issue an Order to do so and that this Order be filed with the County Clerk of Union County.

Respectfully submitted

Strong-Huttig School District

Union County

By: Samuel Lusk  
Superintendent

4-7-06  
Date

Corey W. Parker  
Board President

4-7-06  
Date

# Strong-Huttig Public Schools

P.O. Box 735  
635 S. Concord  
Strong, Arkansas 71765

January 30, 2006


The Strong-Huttig School Board held a public meeting on Monday, January 30, 2006 at 6:30 p.m. in the Library at Strong High School. The purpose of the meeting was to present Phase I of the first three years of the Facilities 10 year Master plan, and to receive comments from the public concerning the plan. The meeting was called to order by President Cora D. Parks and a quorum was established. Members present were Bonnie Bennett, Melody Hamilton, Billy Ray Smith, Boyd Fife, and Carrie Daniels. Several members from the communities of Strong and Huttig were also present.


The meeting was turned over to Superintendent Saul Lusk who gave some brief comments about the Facilities Master Plan. Lusk then turned the meeting over to Blake Dunn from the CADM Architecture Firm of El Dorado, AR. Mr. Dunn explained step by step how the different components of the facilities plan were developed. After Mr. Dunn finished his presentation, the meeting was opened up for question and comments from the public.

With no further questions or comments, Mrs. Bennett made a motion to accept the first phase of the Facilities 10 year Master Plan. Mr. Fife seconded the motion. Motion carried unanimously. The plan is due in the Office of Facilities and Transportation before 4:30 p.m. on February 1, 2006.

The board agreed to have a special meeting to address the issue of moving students or possibly closing some facilities on February 6, 2006 at 6:00 p.m. in the auditorium at Strong High School.

Motion to adjourn at 7:15 p.m.

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Secretary

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DEPARTMENT OF EDUCATION  
GENERAL DIVISION

# Strong-Huttig Public Schools

P.O. Box 735  
635 S. Concord  
Strong, Arkansas 71765

## Exhibit B

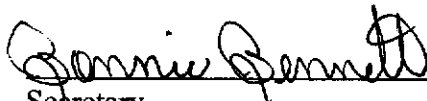
February 6, 2006

The Strong-Huttig School Board held a special session on Monday, February 6, 2006 at 6:00 p.m. in the auditorium at Strong High School. The purpose of the meeting was to hear public comments on the possible closing of school facilities and moving students because of the district financial status. The meeting was called to order by President Cora D. Parks and a quorum was established. Members present were Bonnie Bennett, Melody Hamilton, Billy Ray Smith, Boyd Fife, Tony Cole, and Carrie Daniels.

After hearing from several patrons from the Strong and Huttig communities, no action was taken by the board.

Motion to adjourn at 7:05 p.m.

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Secretary

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APR 12 2006

DEPARTMENT OF EDUCATION  
GENERAL DIVISION

# Strong-Huttig Public Schools

P.O. Box 735  
635 S. Concord  
Strong, Arkansas 71765

## Exhibit C

February 13, 2006

The Strong-Huttig School Board met in regular session on Monday, February 13, 2006 at 6:30 p.m. in the library at Strong High School. The meeting was called to order by President Cora D. Parks and a quorum was established. All members were present.

Mrs. Bennett made a motion to accept the minutes of the previous meetings. Mr. Fife seconded the motion. Motion carried unanimously.

Mr. Smith made a motion to approve the financial report. Mr. Cole seconded the motion. Motion carried unanimously.

Mrs. Bennett made a motion to accept the recommendation to move all 7-12 students to the Strong High School Campus and keep grades K-6 at Huttig and K-6 at Strong. Mr. Smith seconded the motion. A roll call of the board members resulted in the following: Mrs. Parks - Aye; Mr. Fife - Aye; Mrs. Hamilton - Nay; Mr. Cole - Aye; Mrs. Daniels - Aye; Mr. Smith - Aye, and Mrs. Bennett - Aye.

The board was presented a brief summery of the audit report for the 2004-2005 school year. There was no action taken until the auditor could be present to go over the report with the board.

Mr. Cole made a motion to allow the family of Cadace Green to use the Huttig Cafetorium for a family reunion on the 4<sup>th</sup> of July weekend. Mr. Fife seconded the motion. Motion carried unanimously.

The board agreed to set the Faculty/Staff Appreciation Dinner for April 28, 2006.

Mr. Cole made a motion to allow the Senior Girls Basketball Team to participate in a basketball tournament in Springfield, Missouri on December 27, 28, and 29, 2006. The girls hotel rooms will be paid for and they will be given \$750.00 for meals during the trip. Mrs. Daniels seconded the motion. Motion carried unanimously.

Mr. Cole made a motion to make application to the state for facilities funding to address priority one deficiencies as addressed in the 10-Year Facilities Master Plan and to approve a resolution which declares that the school district will pay for its share of these costs with debt service monies. Mr. Fife seconded the motion. Motion carried unanimously.

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DEPARTMENT OF EDUCATION  
GENERAL DIVISION


Mr. Cole made a motion to accept the bid from CCI of North Little Rock for the installation of Allied-Telesyn equipment for the purpose of installing and maintaining drops for internet connections in all classrooms and all other buildings used for educational purposes. The bid includes switches, wiring, mounting racks, etc. All funding is contingent upon the approval of the districts e-rate application, which is due on February 16, 2006. Mrs. Bennett seconded the motion. Motion carried unanimously. Other bids considered were from IK Electronics for the installation of Cisco equipment and from CCI for the installation of Cisco equipment.

Mrs. Bennett made a motion to accept the resignation of Thomas Kaheiki as Title I adie at the Huttig campus. Mr. Kaheiki will remain as a part time bus driver for the district. Mr. Smith seconded the motion. Motion carried unanimously.

Mrs. Hamilton made a motion to hire Gerrald Koonce and Bill Green as elementary principals, Billie Gathright at Dean of Students and Bill Neikirk as high school principal. Mr. Cole seconded the motion. Mrs. Parks, Mr. Fife, Mrs. Daniels, and Mr. Smith were against this motion. Mrs. Bennett, Mrs. Hamilton and Mr. Cole were in favor of this motion.

Mr. Smith made a motion to table the hiring of Mr. Green, Mr. Koonce, Mrs. Gathright and Mr. Neikirk until the State Board of Education makes a decision about the schools reorganization recommendation. Mr. Fife seconded the motion. Motion carried unanimously.

Motion to adjourn at 8:18 p.m.



President

Secretary

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DEPARTMENT OF EDUCATION  
GENERAL DIVISION



# Exhibit D

## Figure Comparisons(con't.)

Huttig Jr. High School 70-09-024 & Building Currently 025

CATEGORY	BUDGETED	ACTUAL
Purchase/Professional Servicesq	\$30,000	\$23,732.68
Water	\$6,000	\$2,714.29
Buildings & Grounds	\$8,500	\$26,584.16**
Property Insurance	\$10,000	\$5,97.50
Telephone	\$5,000	\$3,722.20
Postage	\$1,000	\$283.09
General Supplies	\$13,000	\$9,014.95
Gas	\$10,000	\$9,014.95
Electricity	\$18,000	\$15,627.24
Total Operating Budget	\$138,859	\$138,882.

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DEPARTMENT OF EDUCATION  
GENERAL DIVISION

STRONG SCHOOL DISTRICT #83  
DEPARTMENT REVENUE BUDGET WORKSHEET

PAGE 4

**Exhibit E**

SELECTION CRITERIA: budorgn.fund between "1000" and "4999"

FUND - 2000 - OPERATING FUND

FUNCTION - -

ORGANIZATION ACCOUNT	TITLE	PRIOR YEAR BUDGET	CURRENT YEAR		REQUESTED	
			BUDGET	YTD ACTUAL 2004-2005	PROJECTED	BASE NEW PROGRAMS
2000		0	0	0	0	0
19300	OPERATING FUND SALES OF SUPPLIES	0	0	0	0	0
2000		0	0	0	0	0
19800	OPERATING FUND REFUNDS OF PRIOR	0	0	33,144	33,144	10,000
2000		0	0	33,144	33,144	10,000
19900	OPERATING FUND MISC REV FR LOCAL	0	0	33,144	33,144	10,000
TOTAL	OTHER REV-LOCAL SOURCES	0	0	33,144	33,144	10,000
2000		13,000	20,000	27,640	27,640	20,000
21200	OPERATING FUND SEVERANCE TAX	13,000	20,000	27,640	27,640	20,000
TOTAL	UNREST GRANTS-COUNTY	13,000	20,000	27,640	27,640	20,000
2000		0	0	0	0	0
31100	OPERATING FUND MINIMUM FOUNDATIO	0	0	0	0	0
TOTAL	UNREST GRANTS FROM STATE	0	0	0	0	0
2000		0	2,778,391	2,525,810	2,525,810	2,872,936
31101	OPERATING FUND STATE FOUNDATION	0	2,778,391	2,525,810	2,525,810	2,872,936
TOTAL	UNREST GRANTS FROM STATE	0	2,778,391	2,525,810	2,525,810	2,872,936
TOTAL	MINIMUM FOUNDATION PSN	0	2,778,391	2,525,810	2,525,810	2,872,936
2000		1,710,110	0	252,581	252,581	0
31110	OPERATING FUND STATE EQUALIZATIO	1,710,110	0	252,581	252,581	0
2000		0	0	0	0	0
31400	OPERATING FUND TRANSPORTATION AI	0	0	119,610	119,610	0
2000		0	0	119,610	119,610	0
31450	OPERATING FUND STUDENT GROWTH FU	0	0	158,777	158,777	0
2000		0	0	158,777	158,777	0
31500	OPERATING FUND ISOLATED FUNDING	0	0	0	0	0
2000		61,594	0	0	0	0
31600	OPERATING FUND INCENTIVE FUNDING	61,594	0	0	0	0
TOTAL	UNREST GRANTS FROM STATE	1,771,704	0	530,968	530,968	0
2000		0	0	843,652	843,652	0
31610	OPERATING FUND ADMIN. CONSOLIDAT	0	0	843,652	843,652	0
2000		0	78,582	78,582	78,582	23,945
31620	OPERATING FUND SUPPLEMENTAL MILL	0	78,582	78,582	78,582	23,945
TOTAL	UNREST GRANTS FROM STATE	0	78,582	922,234	922,234	23,945
TOTAL	INCENTIVE FUNDING	0	78,582	922,234	922,234	23,945
2000		0	843,652	0	0	0
31650	OPERATING FUND CATASTROPHIC LOSS	0	843,652	0	0	0
2000		0	0	1,610	1,610	0
31900	OPERATING FUND OTHER	0	0	1,610	1,610	0
TOTAL	UNREST GRANTS FROM STATE	0	0	1,610	1,610	0
2000		0	0	0	0	0

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DEPARTMENT OF EDUCATION  
GENERAL DIVISION

ADVANCEAC DISTRICT SCHOOL COMPUTER NETWORK - BUDGET ANALYST

STRONG SCHOOL DISTRICT #83  
DEPARTMENT REVENUE BUDGET WORKSHEET

PAGE 7

SELECTION CRITERIA: budorgn.fund between "1000" and "6999"

FUND - 2000 - OPERATING FUND  
FUNCTION - -

ORGANIZATION ACCOUNT	TITLE	PRIOR YEAR BUDGET	CURRENT YEAR			REQUESTED	
			BUDGET	YTD ACTUAL 2004-2005	PROJECTED	BASE	NEW PROGRAMS
2000		47,000	61,899	61,899	61,899	64,533	0
41300	OPERATING FUND REV IN LIEU OF TA						
TOTAL	UNRES DIR FEDERAL GRANTS	47,000	61,899	61,899	61,899	64,533	0
2000		0	0	0	0	0	0
51200	OPERATING FUND REVOLVING LOANS						
TOTAL	FINANCING SOURCES	0	0	0	0	0	0
2000		0	0	198,908	198,908	0	0
51901	OPERATING FUND CONSOLIDATION MON						
TOTAL	FINANCING SOURCES	0	0	198,908	198,908	0	0
TOTAL	NONCASH RECEIPT	0	0	198,908	198,908	0	0
2000		0	0	0	0	0	0
52200	OPERATING FUND TRANS FROM OPERAT						
2000		0	0	0	0	0	0
52800	OPERATING FUND TRANS FROM FOOD S						
TOTAL	INTERFUND TRANSFERS	0	0	0	0	0	0
2000		0	0	0	0	0	0
53100	OPERATING FUND SALE OF EQUIPMENT						
2000		0	0	0	0	0	0
53400	OPERATING FUND COMPEN-LOSS FIXED						
TOTAL	GAIN/LOSS-SALE FXED ASSET	0	0	0	0	0	0
TOTAL		2,611,489	5,234,334	5,760,121	5,760,121	4,227,581	0
TOTAL	OPERATING FUND	2,611,489	5,234,334	5,760,121	5,760,121	4,227,581	0

Funds the district will not receive in 05-06.

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DEPARTMENT OF EDUCATION  
GENERAL DIVISION

ARKANSAS DEPARTMENT OF  
**Education**

*Dr. T. Kenneth James, Commissioner*

4 State Capitol Mall • Little Rock, AR 72201-1071  
(501) 682-4475  
<http://arkedu.state.ar.us>

**OFFICE OF GENERAL COUNSEL**

May 8, 2006

Mr. Saul Lusk  
Superintendent  
Strong-Huttig School District  
P.O. Box 735  
Strong, AR 71765

Dear Mr. Lusk:

This letter is to notify you that your request and Petition for the Closure of an Isolated School, specifically the Huttig Junior High has been received by the Arkansas Department of Education. Please be advised that the State Board of Education will conduct a hearing on this matter at its regularly scheduled meeting on Monday, June 12, 2006, beginning at 9:00 a.m. The meeting will be held in the Auditorium of the Arch Ford Education Building, #4 Capitol Mall, Little Rock, AR 72201.

You, and any local school board members or other district representatives who might wish to address the State Board, should plan to be in attendance at the meeting.

If you have any questions, please contact my office.

Sincerely,



Scott Smith  
General Counsel

SS/tw/slr

cc: State Board Office

**STATE BOARD OF EDUCATION:** Chair: Dr. Jeanna Westmoreland, Arkadelphia • Vice Chair: Diane Tatum, Pine Bluff  
Members: Sherry Burrow, Jonesboro • Shelby Hillman, Carlisle • Dr. Calvin King, Marianna •  
Randy Lawson, Bentonville • Dr. Ben Mays, Clinton • MaryJane Rebick, Little Rock •  
Dr. Naccaman Williams, Springdale

*An Equal Opportunity Employer*

**SENDER: COMPLETE THIS SECTION**

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece or on the front if space permits.

**1. Article Addressed to:**

**Saul Lusk, Supt.  
Strong Huttig School Dist  
P O Box 735  
Strong, AR 71765**

**COMPLETE THIS SECTION ON DELIVERY**

**A. Signature**

**X** *Nora Koonce* ☐ Agent ☐ Addressee

**B. Received by (Printed Name)**

*Nora Koonce*

**C. Date of Delivery**

*5/10/06*

**D. Is delivery address different from item 1? ☐ Yes**  
If YES, enter delivery address below: ☐ No

**3. Service Type**

- ☐ Certified Mail ☐ Express Mail  
☐ Registered ☐ Return Receipt for Merchandise  
☐ Insured Mail ☐ C.O.D.

**4. Restricted Delivery? (Extra Fee) ☐ Yes**

**2. Article Number**

(Transfer from service label)

**7005 1160 0002 4473 1212**

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

## 6-20-602. Isolated schools.

(a) "Isolated school" means a school within a school district that:

(1) Prior to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5) qualified as an isolated school district under § 6-20-601; and

(2) Is subject to administrative consolidation or annexation under this section, § 6-13-1601 et seq., and § 6-13-1405(a)(5).

(b) Any isolated school within a resulting or receiving district shall remain open unless the school board of the resulting or receiving district adopts a motion to close the isolated school or parts thereof by:

(1) Unanimous vote of the full board of directors; or

(2)(A) A majority vote of the full board of directors, but less than a unanimous vote, and the motion is considered by and approved by a majority vote of members of the State Board of Education.

(B) Any school board seeking the state board approval to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section shall:

(i) No less than thirty (30) days prior to a regularly scheduled state board meeting, request a hearing on the matter before the state board and file a petition to have the motion reviewed and approved by the state board.

(ii) The petition shall:

- (a) Identify the specific isolated schools or part thereof that the local board has moved to close; and
- (b) State all reasons that the isolated schools or part thereof should be closed;
- (c) State how the closure will serve the best interests of the students in the district as a whole;
- (d) State if the closure will have any negative impact on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and
- (e) Have attached a copy of the final motion approving the closure by the local board of directors.

(C)(i) Upon receiving a petition for approval of a motion to close all or part of an isolated school under subdivision (b)(2)(A) of this section, the state board shall have the authority to review and approve or disapprove the petition.

(ii) The state board shall only approve a motion to close isolated schools or parts thereof under subdivision (b)(2)(A) of this section if the closure is in the best interest of the students in the school district as a whole.

(iii) The state board shall not close a school if the state board finds that the closure will have any negative impact on desegregation efforts or will violate any valid court order from a court of proper jurisdiction.

(D) The state board is not authorized to require the closure of an isolated school or any parts thereof without a motion from the local board of directors as required under subdivision (b)(2)(A) of this section.

(c) Funding for isolated school districts shall be expended by the resulting or receiving district only on

the operation, maintenance, and other expenses of the isolated schools within the resulting or receiving district.

**History.** Acts 2003 (2nd Ex. Sess.), No. 60, § 5; 2005, No. 1397, § 2.

ARKANSAS DEPARTMENT OF EDUCATION  
RULES GOVERNING THE CLOSING OF ISOLATED SCHOOLS  
July 2005

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Closing of Isolated Schools Following an Annexation or Consolidation of Public School Districts.

2.00 AUTHORITY

- 2.01 The State Board of Education's authority for promulgation of these rules is pursuant to Ark. Code Ann. §§ 6-11-105 and 6-13-1603.

3.00 DEFINITIONS

- 3.01 "Affected district" means a school district that loses territory or students as a result of administrative annexation or consolidation.
- 3.02 "Closure" means the cessation of use of a school or part thereof for the purpose of daily classroom instruction.
- 3.03 "Isolated school" means a school within a school district that, prior to administrative consolidation or annexation pursuant to Ark. Code Ann. §§ 6-13-1601 *et seq.*, qualified as an isolated school district under Ark. Code Ann. § 6-20-602.
- 3.04 "Partial closure" means the cessation of some, but not all, daily classroom instruction within a school (e.g., changing the use of the school from grades one (1) through eight (8) to grade one (1) through five (5)).
- 3.05 "Receiving district" means a school district that receives territory or students, or both, from an affected district as a result of an administrative annexation.
- 3.06 "Resulting district" means the new school district created from an affected district or districts as a result of an administrative consolidation.

4.00 CLOSING OF ISOLATED SCHOOLS

- 4.01 Procedures for Closure by Local School District Board of Directors

Isolated schools within resulting or receiving districts shall remain open unless:



4.01.1 The school board of the resulting or receiving school district adopts a motion to close the isolated school or parts thereof by:

4.01.1.2 Unanimous vote of the full board of directors, or

4.01.1.3 A majority vote of the full board of directors, but less than a unanimous vote, and such motion is considered by and approved by a majority vote of members of the State Board of Education.

4.02 Procedures For State Board of Education Consideration of Local School District's Motion To Close Part or All of an Isolated School

Any school board seeking the State Board of Education's approval to close an isolated school or schools or parts thereof pursuant to Section 4.01 above shall do the following:

4.02.1 Request, in writing, a hearing on the matter of the isolated school closure before the State Board of Education no less than thirty (30) days before a regularly scheduled meeting of the State Board of Education.

4.02.2 The hearing request shall be accompanied by a petition to have the local school board's motion on the matter of the isolated school's closure reviewed and approved by the State Board of Education. Hearing requests which are not accompanied by a petition shall be returned to the submitting school district and shall not be considered by the State Board of Education.

4.02.3 The petition shall address all of the following:

4.02.3.1 Identify the specific isolated schools or part thereof that the local board has moved to close;

4.02.3.2 State all reasons that the isolated schools or part thereof shall be closed;

4.02.3.3 State how the closure will serve the best interests of the students in the district as a whole;

4.02.3.4 State if the closure will have any negative impacts on desegregation efforts or violate any valid court order from a court of proper jurisdiction; and

- 4.02.3.5 Have attached a copy of the final motion approving the closure by the local board of directors.
- 4.03 Upon reviewing the local school board's motion to close all or part of an isolated school or schools, the State Board of Education shall have the authority to review and approve or disapprove the petition.
- 4.04 The State Board of Education shall only approve a local school board's motion to close all or part of an isolated school or schools if the closure is in the best interest of the students in the school district as a whole.
- 4.05 The State Board of Education shall not close a school if it finds that the closure will have any negative impact on desegregation efforts or will violate a court order from a court of competent jurisdiction.
- 4.06 The State Board of Education is not authorized to require the closure of an isolated school, or any parts thereof, without a motion from the local school board of directors as described in Section 4.01 above.
- 4.07 This Rule shall become effective on August 12, 2005.



THE ATTORNEY GENERAL  
STATE OF ARKANSAS  
MIKE BEEBE

Timothy G. Gauger  
Senior Assistant Attorney General

Direct dial: (501) 682-2586  
E-mail: [tgm.gauger@ag.state.ar.us](mailto:tgm.gauger@ag.state.ar.us)

May 12, 2004

VIA FACSIMILE AND U.S. MAIL

Dr. Ken James, Director  
Arkansas Department of Education  
# 4 State Capitol Mall  
Little Rock, Arkansas 72201-1071

Re: Potential Administrative Consolidation of the Huttig School District with the  
Crossett or Strong School Districts

Dear Dr. James:

This is in response to your letter dated May 7, 2004, in which you request an opinion "detailing the desegregation implications" of a number of potential administrative consolidations of school districts under Act 60 of the Second Extraordinary Session of the 84<sup>th</sup> General Assembly. Act 60 provides, among other things, that "[a]ll administrative consolidations or annexations [approved by the State Board of Education] shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state." To assist the Department and the Board in fulfilling their responsibilities under Act 60, we offer the following observations concerning the potential administrative consolidation of the Huttig School District with either the Crossett School District or the Strong School District.

Act 60 does not define the term "desegregation." Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law. You have asked for our opinion concerning the potential administrative consolidation of the Huttig School District with either the Crossett School District or the Strong School District. The school districts contiguous to a consolidated Huttig/Crossett district would be the Strong, Hamburg and Hermitage School Districts. The school districts contiguous to a consolidated Huttig/Strong

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district would be the Crossett, El Dorado, Hampton and Hermitage School Districts.<sup>1</sup> We are unaware of any pending desegregation court decrees in the Strong, Crossett, or Hampton School Districts. However, the Hamburg, Hermitage, and El Dorado School Districts are or may be still operating under a court desegregation order.<sup>2</sup> The question, then, is whether a Huttig/Crossett or Huttig/Strong consolidation would have any impact on Hamburg's, Hermitage's, or El Dorado's ability to comply with those orders.

We note, initially, that this question is largely one of fact that this office is not equipped to answer definitively. Furthermore, as noted in Attorney General Opinion No. 2003-269, our office cannot offer a definitive opinion as to the interpretation of a federal court order or consent decree, especially in cases in which the State is not a party. However, based upon the information available to us, we cannot conclude that the proposed consolidation of Huttig with Crossett or Strong would interfere with Hamburg's, Hermitage's, or El Dorado's ability to desegregate or to comply with their court-imposed obligations.

As an initial matter, we note that Huttig, Crossett and Strong do not appear to be parties to any desegregation litigation concerning Hermitage, Hamburg, or El Dorado, or that Huttig, Crossett, or Strong are otherwise under federal court supervision or operating under a desegregation court order or decree. Furthermore, we have no indication that Huttig, Hermitage, or Strong are under any obligations (as part of the litigation affecting Hermitage, Hamburg, or El Dorado) such as, for example, an obligation to permit or encourage their students to attend school in Hermitage, Hamburg, or El Dorado to assist in obtaining some form of racial balance in the latter districts' schools. Indeed, it has long been the law that such an "interdistrict" remedial order cannot be imposed by a court in the absence of a finding of an "interdistrict" constitutional violation. Were there such a finding in the Hermitage, Hamburg or El Dorado cases, the Huttig, Crossett or Strong districts would almost certainly have been parties to one of the cases, and we have no information suggesting that such was ever the case. Based upon the limited information available to us, we cannot say that the proposed consolidation of Huttig with

---

<sup>1</sup> I note that the Board has already considered a proposed administrative annexation of the Fountain Hill School District to the Hamburg School District.

<sup>2</sup> Our understanding of the situation in Hamburg and El Dorado is based upon a December 18, 2003, letter from the Department's General Counsel to the Desegregation Litigation Oversight Committee. The letter indicates that, in response to memoranda from the Director of the Department, the Hamburg and El Dorado School Districts advised the Department that they were still operating under a desegregation order. We have examined the docket sheet for the Hamburg litigation, *Mayr, et al v. Arkansas Department of Education, et al.*, United State District Court, Western District of Arkansas, El Dorado Division No. LR-C-88-212. The docket sheet indicates that a consent order was entered on September 23, 1991, in which the Court dismissed the case but retained jurisdiction to ensure compliance with the terms of the settlement agreements. The State is not a party to those settlement agreements, as the State Defendants were dismissed from the litigation in early March of 1991.

Our understanding concerning Hermitage comes from correspondence to or from the United States Department of Justice as late as July, 2002, indicating that Hermitage was a defendant in desegregation litigation brought by the United States, *United States v. Hermitage School District No. 12, et al.*, No. Ed-69-33 (W.D. Ark.). Unlike other cases in which the United States was a party, we have seen no order formally dismissing that litigation or declaring the Hermitage School District "unitary."

Crossett or Strong is likely to have any negative effect on the ability of Hermitage, Hamburg, or El Dorado to comply with any court-imposed obligations.

While the language of Act 60 speaks in terms of the creation of a "new" district that would negatively affect desegregation efforts in "another" school district, we believe that the Board must also consider whether the proposed consolidations would negatively impact any desegregation efforts that may be ongoing in the petitioning districts themselves. With regard to that issue, we note that we have no information suggesting that the Huttig, Crossett, or Strong School Districts are presently operating under federal or state court desegregation orders or consent decrees. The State Board should confirm that there are no such pending orders or decrees in these districts before taking final action with respect to Huttig, Crossett, or Strong. Assuming that there are no such orders or decrees outstanding, we cannot say that the proposed consolidation of Huttig with Crossett or Strong would interfere in any way with any desegregation efforts in the affected districts.

Finally, as will be the case in any proposed annexation or consolidation, the Board must be cognizant that even if there is no evidence that an existing desegregation order will be impacted, the Board should not approve any consolidation that has been proposed with the purpose or intent to create racially segregated schools. As the Supreme Court noted in *Missouri v. Jenkins*, 500 U.S. 70, 115 (1995):

[I]n order to find unconstitutional segregation, we require that plaintiffs "prove all of the essential elements of *de jure* segregation — that is, stated simply, a current condition of segregation resulting from *intentional state action directed specifically* to the [allegedly segregated] schools." *Keyes v. School Dist. No. 1, Denver*, 413 U.S. 189, 205-206 (1973) (emphasis added). "[T]he differentiating factor between *de jure* segregation and so-called *de facto* segregation . . . is purpose or intent to segregate." *Id.*, at 208 (emphasis in original).

The requisite unconstitutional intent may be established by direct proof, or by inference. *Keyes, supra*, 413 U.S. at 201. Furthermore, an inference of unlawful intent can be drawn from the foreseeable effects of official action. "Adherence to a particular policy or practice, with full knowledge of the predictable effects of such adherence upon racial imbalance in a school system is one factor among many others which may be considered by a court in determining whether an inference of segregative intent should be drawn." *Columbus Bd. of Educ. v. Penick*, 443 U.S. 449, 464-65 (1979).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry. A good example is provided by the case of *Hoots v. Commonwealth of Pennsylvania*, 672 F.2d 1107 (3d Cir. 1982). In *Hoots*, the Pennsylvania legislature passed laws in the 1960's that required county boards of education to submit, and for the State Board of Education to review and approve, plans for the

reorganization of the state's school districts. Pursuant to state law, the State and county boards established the General Braddock Area School District (GBASD) in east-central Allegheny County. The student population of the GBASD was 63% black. The boards also established nearly all-white school districts (ranging from 87% to 98% white) surrounding the GBASD. The population of the GBASD area was becoming increasingly black at an accelerated pace, and the GBASD area was economically depressed and encompassed "declining" communities. Residents of the GBASD filed suit, alleging that the State and county boards' actions in reorganizing the school districts in east-central Allegheny County violated the Fourteenth Amendment. The trial court agreed with the plaintiffs, and the Third Circuit Court of Appeals affirmed. The Court of Appeals acknowledged, as noted earlier, that unconstitutional intent is a fact specific inquiry, and that unlawful intent to segregate can be proven directly or by inference. The Court of Appeals held that there was ample direct and indirect evidence of unconstitutional intent. The Court cited to direct evidence that local officials in areas surrounding the GBASD opposed merger with the majority-black GBASD area due to racial considerations, and that those concerns were communicated to the State and county boards. There was also indirect evidence from which unlawful intent could be inferred:

The district court, for example, considered it significant that the Boards' redistricting plan disregarded statutory and administrative reorganization standards, e.g., the statutory 4000 pupil minimum guideline, the requirement that existing facilities be used where possible, the requirement of racial and cultural diversity, and the requirement that each district be capable of providing a comprehensive educational program.

Furthermore, the district court properly weighed evidence such as the Board members' admitted knowledge that their redistricting decisions would cause and perpetuate segregation, the foreseeability of the segregative result, the Boards' formulation of boundaries that promoted no other interest other than racial segregation, [and] the Boards' rejection of alternative school district configurations in favor of a segregation-maximizing alternative[.]

*Hoots*, 672 F.2d at 1118.

Given the highly fact-specific nature of cases such as this, and given the limited information available to us, we cannot definitively opine as to whether or not a Fourteenth Amendment challenge to the proposed consolidation of Huttig with Crossett or Strong would succeed. Given the case law, we strongly urge the State Board to scrupulously and consistently adhere to the statutory criteria set forth in Act 60 and its implementing regulations with respect to each and every proposed consolidation, and that the Board satisfy itself that all consolidations are supportable by considerations other than racial concerns. "[A] series of Board actions and practices that cannot be explained without reference to racial concerns" and that causes "racial separation of the schools" is strong evidence of racial discrimination. *Columbus Bd. of Educ. v. Penick*, *supra*, 443 U.S. at 461-62.

To assist the State Board, we have attached as Exhibit A a spreadsheet showing the racial composition of a consolidated Huttig/Crossett school district and the school districts contiguous to such a district. We have also attached as Exhibit B the same spreadsheet showing the racial composition of a consolidated Huttig/Strong district and the school districts contiguous to such a new district. The exhibits are based upon 2003-04 enrollment data posted on the Department of Education's "AS-IS" website. It is difficult to draw any conclusions from this data, largely because of the variance in the racial composition of the surrounding districts. Certainly the data does not on its face suggest that any of the proposed consolidations might be seen as being proposed with impermissible segregative intent. However, should there be any objections to one of the potential consolidations, particularly any objections based upon an alleged segregative effect of the proposed consolidation, the Board must evaluate those objections thoroughly and carefully.

Very truly yours,

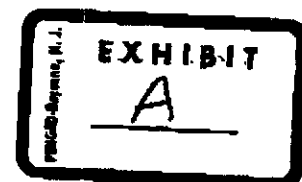
A handwritten signature in black ink, appearing to read "Timothy G. Gauger", written in a cursive style.

TIMOTHY G. GAUGER  
Senior Assistant Attorney General

TGG/dn

# Huttig with Crossett

District	African American		Asian		Hispanic American		Native American		Total	% African American		% Asian		% Hispanic American		% Native American		% White
	American		American		American		American			American		American		American		American		
Huttig	98		0		8		1		132	41.00%		0.00%		3.35%		0.42%		55.23%
Crossett	911		5		26		1		1498	37.32%		0.20%		1.07%		0.04%		61.37%
New District	1009		5		34		2		2680	37.65%		0.19%		1.27%		0.07%		60.82%
Surrounding Huttig																		
Strong	273		0		14		0		152	62.19%		0.00%		3.19%		0.00%		34.62%
Weighted Average	273		0		14		0		152	62.19%		0.00%		3.19%		0.00%		34.62%
Surrounding Crossett																		
Hamburg	587		0		128		0		909	36.15%		0.00%		7.88%		0.00%		55.97%
Hermitage	146		3		110		1		321	25.13%		0.52%		18.93%		0.17%		55.25%
Weighted Average	733		3		238		1		2205	33.24%		0.14%		10.79%		0.05%		55.78%
Comb. Wght. Avg.	1006		3		252		1		1382	38.05%		0.11%		9.53%		0.04%		52.27%





# Huttig with Strong

District	African American		Asian		Hispanic		Native American		White		Total		% African American		% Asian		% Hispanic		% Native American		% White	
	American		American		American		American		American		American		American		American		American		American		American	
Huttig	98		0		8		1		132		239		41.00%		0.00%		3.35%		0.42%		55.23%	
Strong	273		0		14		0		152		439		62.19%		0.00%		3.19%		0.00%		34.62%	
New District	371		0		22		1		284		678		54.72%		0.00%		3.24%		0.15%		41.89%	
Surrounding Huttig																						
Crossett	911		5		26		1		1498		2441		37.32%		0.20%		1.07%		0.04%		61.37%	
Weighted Average	911		5		26		1		1498		2441		37.32%		0.20%		1.07%		0.04%		61.37%	
Surrounding Crossett																						
El Dorado	2431		27		60		1		1757		4276		56.85%		0.63%		1.40%		0.02%		41.09%	
Hampton	198		0		22		0		488		708		27.97%		0.00%		3.11%		0.00%		68.93%	
Hermitage	146		3		110		1		321		581		25.13%		0.52%		18.93%		0.17%		55.25%	
Weighted Average	2775		30		192		2		2566		5565		49.87%		0.54%		3.45%		0.04%		46.11%	
Comb. Wght. Avg.	3686		35		218		3		4064		8006		46.04%		0.44%		2.72%		0.04%		50.76%	





THE ATTORNEY GENERAL  
STATE OF ARKANSAS  
MIKE BEEBE

Timothy G. Gauger  
Senior Assistant Attorney General

Direct dial: (501) 682-2586  
E-mail: [tim.gauger@ag.state.ar.us](mailto:tim.gauger@ag.state.ar.us)

May 21, 2004

VIA FACSIMILE AND U.S. MAIL

Dr. Ken James, Director  
Arkansas Department of Education  
# 4 Capitol Mall  
Little Rock, Arkansas 72201-1071

Re: Conditional Approval of Administrative Annexations or Consolidations

Dear Dr. James:

This is in response to your letter dated May 18, 2004, regarding the State Board of Education's conditional approval of five proposed administrative annexations or consolidations and the Board's upcoming hearing concerning the consolidation of the Crawfordsville School District. As you note, all of the referenced annexations or consolidations involve at least one district that appears to be subject to a pending desegregation court order or decree. In some of the referenced cases (i.e., the McNeil/Stephens annexation and the Crawfordsville School District) the school district that must be annexed or consolidated under Act 60 is operating under such an order or decree. In the remainder of the cases (the Fountain Hill/Hamburg annexation, the Union/El Dorado consolidation, the Huttig/Strong consolidation, and the Sparkman/Harmony Grove consolidation) the district that must be annexed or consolidated is not operating under such an order or decree, but is proposed to be annexed to or consolidated with another district that is operating under such an order or decree. As we have advised the Board in previous letters concerning these school districts and proposed annexations or consolidations, we believe that either dismissal of the applicable orders or decrees or approval by the Court having jurisdiction over the orders or decrees should be sought and obtained before the proposed consolidations or annexations can become final.

Act 60 instructs the Board to take action with respect to certain school districts by June 1, 2004. Act 60 also states "[a]ll administrative consolidations or annexations [approved by the State Board of Education] shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state." However, Act 60 does not directly address the situation the Board now faces with respect to the districts referenced in your letter.

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Your letter states that "[I]t is highly likely that none of these districts will be able to obtain federal court approval or any administrative annexation or consolidation or obtain a 'unitary status' release order by May 24." You have asked for legal advice regarding the Board's "options" concerning these districts in the event court approval of the proposed annexation or consolidation or a court order releasing the affected district from federal court jurisdiction is not obtained by May 24.

Under the circumstances, we recommend that the Board approve the proposed annexations or consolidations conditionally, i.e., subject to and conditioned upon court approval or court dismissal of the order or decree in the affected district or court approval of the annexation or consolidation. The Eighth Circuit has stated that desegregation orders and decrees are, "in a sense, a particularization of federal law applicable to [the] parties." *Knight v. Pulaski County Special School District*, 112 F.3d 953 (8<sup>th</sup> Cir. 1997). Under the Supremacy Clause of the United States Constitution, state law must yield to federal law where there is a conflict, and thus, even though Act 60 compels the Board to take "final" action with respect to districts by June 1, conflicting provisions in any desegregation orders or decrees will take precedence. In the event one or more of the affected Districts is unable or unwilling to pursue the required court approval or dismissal of the desegregation decree, the State Board may need to intervene in the case to obtain any required approvals if the Board still wishes to go forward with the annexation or consolidation.

Very truly yours,



TIMOTHY G. GAUGER  
Senior Assistant Attorney General

TGG/dn

**BEFORE THE STATE BOARD OF EDUCATION  
IN THE MATTER OF THE CONSOLIDATION OF  
HUTTIG SCHOOL DISTRICT OF UNION COUNTY WITH THE  
STRONG SCHOOL DISTRICT OF UNION COUNTY:**

**ORDER ON STATE BOARD'S MOTION FOR ADMINISTRATIVE  
CONSOLIDATION**


WHEREFORE, on May 17 and May 24, 2004, at meetings of the Arkansas State Board of Education (Board) in Little Rock, Pulaski County, Arkansas, the Board conducted hearings on the administrative consolidation of the Huttig School District.

UPON review and consideration of the facts, documentation and oral testimony made to it by the Huttig School District, its representatives, and the representatives of school districts approximately contiguous to the Huttig School District, it is FOUND and ORDERED by the Board on its own motion as follows:

- 1) That the Huttig School District, having failed to file a voluntary petition for administrative annexation or consolidation by the statutorily required April 1, 2004, deadline, be, and hereby is, administratively consolidated with the former Strong School District into the new Strong School District; and
- 2) That the resulting Strong School District will have an Average Daily Membership (ADM) of at least three hundred fifty (350) students; and
- 3) That the administrative consolidation of the Huttig School District with the Strong School District, based upon an advisory opinion of the Attorney General's Office and a Federal District Court Order signed by Judge Harry Barnes of the United States District court for the Western District of Arkansas on May 23, 2004, and based upon other information and facts presented, will not hamper, delay or in any manner negatively affect the desegregation efforts of any school district or districts in the state including school districts which are not parties to this administrative consolidation before the Board, pursuant to Ark. Code Ann. § 6-13-1603(c) (added by Act 60 of the Second Extraordinary Session of 2003) and Sections 4.13, 5.02 and 5.03 of the Rules; and
- 4) The administrative consolidation of the Huttig School District with the Strong School District does not violate state or federal law; and
- 5) That the Board has not been presented with information that would cause it to find that this administrative consolidation would not contribute to the betterment of the education of the students in either district; and
- 6) This ORDER shall be mailed within five (5) days of its execution to the following:

- (a) The superintendent of the Huttig School District; and
  - (b) The superintendent of the Strong School District; and
  - (c) The County Clerk's office, for filing of record, of each county in which the Huttig School District and the Strong School District has either a physical plant or facilities; and
  - (d) The Office of the State Board Director, for inclusion in the Board's Records; and
- 7) That, pursuant to Ark. Code Ann. § 6-13-1409 (a)(1), the boundary lines of the Huttig School District and Strong School District shall be changed to reflect the new boundaries of the resulting Strong School District, and that such actions needed to effectuate the above changes be taken; and
- 8) That, pursuant to Ark. Code Ann. § 6-13-1603 (a)(2)(B) (added by Act 60 of the Second Extraordinary Session of 2003), this administrative consolidation shall be effective on July 1, 2004, and as of that date, the Huttig School District shall cease to exist.

SIGNED AND EXECUTED by the undersigned Chairperson of the Board on this  
28 day of May, 2004.

  
\_\_\_\_\_  
JoNell Caldwell  
Chairperson  
Arkansas State Board of Education

*Strong/Huttig*

IN THE UNITED STATES DISTRICT COURT  
WESTERN DISTRICT OF ARKANSAS  
EL DORADO DIVISION

ASA M. CHRISTIAN AND  
ELLA CHRISTIAN, et al.

PLAINTIFFS

VS.

NO. ED-68-C-5

BOARD OF EDUCATION OF THE  
STRONG SCHOOL DISTRICT NO. 83  
OF UNION COUNTY, et al.

DEFENDANTS

ORDER

Now on this *21st* day of May, 2004, there is presented to the Court the motion of Strong School District of Union County, Arkansas, (Strong) seeking the Court's approval of the administrative consolidation with the Huttig School District. The motion was accompanied by this precedent endorsed as approved by counsel for Strong and counsel for the plaintiff class. On the basis of the motion, the approved precedent, statements of counsel and other matters properly before the Court, the Court finds and concludes:

1. Act 60 of the Second Extraordinary Session of 2003 of the Arkansas General Assembly requires the Arkansas State Board of Education to consolidate any school district with an two year average enrollment below 350 into another school district large enough to give the resulting district an enrollment greater than 350. Huttig School District (Huttig) is such a district.
2. Act 60 also requires the State Board approve no such consolidation that has a negative impact on the desegregation of any school district. The State Board approved all aspects of an Act 60 consolidation of Huttig into Strong, except a determination of the desegregation impact of said consolidation. The State Board instructed the defendant, Strong, to seek approval of the desegregation aspects of a Huttig and Strong consolidation because this Court has continuing

jurisdiction in this case over the desegregation of Strong.

3. The Court has considered the proposed consolidation of Huttig and Strong and finds that Huttig has an approximate enrollment of 239 students with a racial composition that is 41.35 % black and 58.65 % white and other. The Strong district has about 439 students and is 59.21 % black and 40.79 % white and other. The approximate total enrollment of all Union County school districts is 8,010 students with a racial composition of 42.81 % black and 57.19 % white and other.

4. It is self evident that the consolidation of a 58.65 % white district (Huttig) into a 40.79 % white district (Strong) in a county with an overall enrollment that is 57.19 % white has a positive impact on the desegregation of Strong. The Court so finds and approves the desegregation aspects of the Huttig/Strong consolidation.

5. The Court retains jurisdiction.

IT IS SO ORDERED.

  
United States District Judge

Date: 24 May 2004

APPROVED:

\_\_\_\_\_  
John W. Walker  
Attorney for the Plaintiff Class

\_\_\_\_\_  
Ian W. Vickery  
Attorney for the Strong School District

jurisdiction in this case over the desegregation of Strong.

3. The Court has considered the proposed consolidation of Huttig and Strong and finds that Huttig has an approximate enrollment of 239 students with a racial composition that is 41.35 % black and 58.65 % white and other. The Strong district has about 439 students and is 59.21 % black and 40.79 % white and other. The approximate total enrollment of all Union County school districts is 8,010 students with a racial composition of 42.81 % black and 57.19 % white and other.

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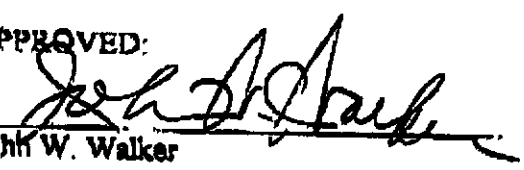
5. The Court retains jurisdiction.

IT IS SO ORDERED.

  
United States District Judge

Date: 24 May 2004

APPROVED:

  
John W. Walker  
Attorney for the Plaintiff Class

\_\_\_\_\_  
Ian W. Vickery  
Attorney for the Strong School District



jurisdiction in this case over the desegregation of Strong.

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5. The Court retains jurisdiction.

IT IS SO ORDERED.

\_\_\_\_\_  
United States District Judge

Date: \_\_\_\_\_

APPROVED:

\_\_\_\_\_  
John W. Walker  
Attorney for the Plaintiff Class

\_\_\_\_\_  
Ian W. Vickery  
Attorney for the Strong School District

**STRONG-HUTTIG  
SCHOOL DISTRICT**

**Combining the Junior High Schools**

**Annual Accreditation Report Status**  
**(Pending State Board of Education approval in August)**

**2003-2004**

**2004-2005**

**2005-2006**

Run Date: 05/09/2006

Lea: 70-09-000

County: UNION

District: STRONG-HUTTIG SCHOOL DISTRICT

Supervisor: C. MARTIN

== =====

2005-2006

Status:

Review Date:

Comments:

2004-2005

Status:

Review Date:

Comments:

2003-2004

Status:

Review Date:

Comments:

Enrollment-	K	44
	1	42
	2	43
	3	50
	4	45
	5	45
	6	66
	7	52
	8	54
	9	62
	10	75
	11	50
	12	40
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 70-09-000: 668

## FTE Totals-

Counselor	3.00
Principal	3.00
Asst. Principal	0.00
Library/Media	2.00

Staff Development Hours:

Total Book Volume:

Pending State Board of Education approval in August

# ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 2

Lea: 70-09-023

School: HUTTIG ELEMENTARY SCHOOL

2005-2006 Status: ACCREDITED  
Review Date: Comments:

2004-2005 Status: ACCREDITED  
Review Date: Comments:

Enrollment-	K	13
	1	18
	2	15
	3	14
	4	13
	5	27
	6	27
	7	0
	8	0
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 70-09-023: 127

## FTE Totals-

Counselor	0.50
Principal	1.00
Asst. Principal	0.00
Library/Media	0.00

Staff Development Hours:	60
Total Book Volume:	3783

Pending State Board of Education approval in August

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 3

Lea: 70-09-024

School: HUTTIG HIGH SCHOOL

2005-2006                      Status:  
Review Date:                      Comments:

2004-2005                      Status: ACCREDITED - PROBATIONARY  
Review Date: 10/15/2005 Comments: CCMV-#45 PRE CAL-TRIG NO STUDENTS ENROLLED;

2400    SECONDARY COURSES

2400    SECONDARY COURSES

8313    JOB NOT CERT                      09/01/2006  
         KENDRAH J FERGUSON  
399100

8313    JOB NOT CERT                      09/01/2005  
         JILL BOLING  
377510 Visual Art Grade 7

8313    JOB NOT CERT                      09/01/2005  
         JILL BOLING  
388510 Visual Art Grade 8

8    3    JOB NOT CERT                      09/01/2005  
         JILL BOLING  
450000 Art

Pending State Board of Education approval in August

# ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 4

Lea: 70-09-024

School: HUTTIG HIGH SCHOOL

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	52
	8	54
	9	0
	10	0
	11	0
	12	0
	EE	0
	SM	0
	SS	0
	13	0

Total enrollment for 70-09-024: 106

## FTE Totals-

Counselor	0.50
Principal	1.00
Asst. Principal	0.00
Library/Media	0.00

Staff Development Hours:	60
Total Book Volume:	3149

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 5

Lea: 70-09-048

School: GARDNER-STRONG ELEM. SCHOOL

2005-2006 Status: ACCREDITED  
Review Date: Comments:

2004-2005 Status: ACCREDITED  
Review Date: Comments:

2003-2004 Status: ACCREDITED-CITED  
Review Date: Comments:

8713 JOB NOT CERT  
RHONDA R PERRY  
355010 Grade 5

09/01/2004

Enrollment- K 31

Pending State Board of Education approval in August

1	21
2	28
3	36
4	32
5	18
6	39
7	0
8	0
9	0
10	0
11	0
12	0
EE	0
SM	0
SS	0
13	0

Total enrollment for 70-09-048: 208

FTE Totals-

Counselor	1.00
Principal	1.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	30
Total Book Volume:	3650

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 6

Lea: 70-09-049

School: STRONG HIGH SCHOOL

2005-2006 Status: ACCREDITED-CITED  
Review Date: Comments:

8313 JOB NOT CERT  
JENNIFER S BREWSTER  
414010 Oral Communications (1 credit)

09/01/2007

2004-2005 Status: ACCREDITED - PROBATIONARY  
Review Date: 10/15/2005 Comments: CCMV-#45 PRE CAL-TRIG; NO STUDENTS ENROLLED;

2400 SECONDARY COURSES

Pending State Board of Education approval in August



2400 SECONDARY COURSES

8313 JOB NOT CERT  
KENDRAH J FERGUSON  
399100

09/01/2006

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2003-2004 Status: ACCREDITED - PROBATIONARY  
Review Date: 10/15/2004 Comments:  
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2400 SECONDARY COURSES  
02 Oral Communication / Drama

8315 PENDING BKGR CHK  
KATHY S DOPSON

8315 PENDING BKGR CHK  
ANNIE HOLLY

8315 PENDING BKGR CHK  
MARY C SMITH

ANNUAL ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 7

Lea: 70-09-049

School: STRONG HIGH SCHOOL  
=====

8313 JOB NOT CERT  
JEAN C BEAN  
414000 Oral Communications (.5 credit)

09/01/2005

Enrollment-	K	0
	1	0
	2	0
	3	0
	4	0
	5	0
	6	0
	7	0
	8	0
	9	62
	10	75
	11	50

Pending State Board of Education approval in August

12	40
EE	0
SM	0
SS	0
13	0

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Total enrollment for 70-09-049: 227

FTE Totals-

Counselor	1.00
Principal	0.00
Asst. Principal	0.00
Library/Media	1.00

Staff Development Hours:	60
Total Book Volume:	5020

Run Date: 05/09/2006

Page #: 1

Lea: 70-09-000

District: STRONG-HUTTIG SCHOOL DISTRICT

County: UNION

Supervisor: C. MARTIN

=====

8313 JOB NOT CERT  
ANGELA ROGERS  
7520 Speech Pathology

09/01/2008

CORRECTED EXCEPTION

Lea: 70-09-023

School: HUTTIG ELEMENTARY SCHOOL

2005-2006

Status: ACCREDITED

Review Date:

Comments:

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9231 LIB/MEDIA FTE

CORRECTED EXCEPTION

8316 GRADE LEVEL  
DONNA WEBB-MCCOY  
204920

09/01/2008

CORRECTED EXCEPTION

8313 JOB NOT CERT  
CHET M PIKE  
204820

09/01/2008

CORRECTED EXCEPTION

8316 GRADE LEVEL  
CHET M PIKE  
358850

09/01/2008

CORRECTED EXCEPTION

Lea: 70-09-024

School: HUTTIG HIGH SCHOOL

2005-2006

Status:

Review Date:

Comments:

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2400 SECONDARY COURSES

CORRECTED EXCEPTION

9231 LIB/MEDIA FTE

CORRECTED EXCEPTION

8313 JOB NOT CERT  
THOMAS L CROFT  
377710

09/01/2008

CORRECTED EXCEPTION

8313 JOB NOT CERT  
THOMAS L CROFT  
388710

09/01/2008

CORRECTED EXCEPTION

8.6 GRADE LEVEL  
JENNIFER MCDUGALD  
358560

09/01/2008

CORRECTED EXCEPTION

# CORRECTED EXCEPTIONS ACCREDITATION STATUS REPORT (2005-2006)

Run Date: 05/09/2006

Page #: 2

Lea: 70-09-000

District: STRONG-HUTTIG SCHOOL DISTRICT

County: UNION

Supervisor: C. MARTIN

Lea: 70-09-048

School: GARDNER-STRONG ELEM. SCHOOL

2005-2006 Status: ACCREDITED

Review Date: Comments:

8316 GRADE LEVEL 09/01/2008  
KAREN Y PRATT CORRECTED EXCEPTION  
971500

8316 GRADE LEVEL 09/01/2008  
DONNA WEBB-MCCOY CORRECTED EXCEPTION  
204920

8313 JOB NOT CERT 09/01/2008  
CHET M PIKE CORRECTED EXCEPTION  
204820

8 GRADE LEVEL 09/01/2008  
CHET M PIKE CORRECTED EXCEPTION  
358850

Lea: 70-09-049

School: STRONG HIGH SCHOOL

2005-2006 Status: ACCREDITED-CITED

Review Date: Comments:

2400 SECONDARY COURSES  
CORRECTED EXCEPTION

8201 PRINCIPAL FTE  
CORRECTED EXCEPTION

8313 JOB NOT CERT 09/01/2008  
L RABALAIS CORRECTED EXCEPTION  
494510

8313 JOB NOT CERT 09/01/2008  
CHER HONEYCUTT CORRECTED EXCEPTION  
517040

13100 NOT AP APPROVED 09/01/2008  
CHER HONEYCUTT CORRECTED EXCEPTION  
517040

Pending State Board of Education approval in August

8313 JOB NOT CERT  
BRIAN LASSITER  
452000

09/01/2008  
CORRECTED EXCEPTION

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**2006-2007 Arkansas Better Chance Program**
**Round #1 Recommendations for Renewal**

AGENCY	City	Contact	Slots Funded				Funding Amount	Comments/Conditions
			Center-Based	Family-Home Based	HIPPY	Parents as Teachers		
ABC Children's Academy	Russellville	Dana Davis	160				\$ 704,000	
Academy of Learning	Pine Bluff	Pamela Neal	40				\$ 176,000	
Arch Ford Educ Svc Cooperative	Plumerville	Judy Clay	20				\$ 88,000	
Ark. Children's Hospital Child Enrichment	Little Rock	Joyce Turley	20				\$ 88,000	Must enroll 100% by 9/30/06 to keep slots.
Ark. Children's Hospital-Quitman HIPPY	Little Rock	Barbara Gilkey			54		\$ 84,078	
Arkansas HIPPY	Little Rock	Barbara Gilkey					\$ 348,160	MONITORING OF HIPPY ABC PROGRAMS
Arkansas State University	Jonesboro	JoAnn Nalley					\$ 1,293,821	QUALITY MONITORING/ASSESSMENT MENTORING
Augusta School District	Augusta	Paulette Shields	60				\$ 264,000	Must change curriculum in 2007.
Barton School District	Lexa	Kenneth Murphree	20				\$ 88,000	
Batesville School District	Batesville	Mavis Elrod	130				\$ 572,000	
Batesville School District PAT	Batesville	Joy Smith				45	\$ 70,065	
Black River Area Development Center	Pocahontas	Barbara Sisco	51				\$ 224,400	
Bradford School District	Bradford	Kathy Kohl	20				\$ 88,000	
Bright Beginnings	Siloam Springs	Debbie Mays		9			\$ 39,600	
Brookland School District	Brookland	Carlene Brewer	61				\$ 268,400	No more than 20 children per room.
Bryant School District HIPPY	Bryant	Cindy Rowlan			30		\$ 46,710	
Carlisle School District	Carlisle	M. Zimmerman	40				\$ 176,000	
Cave City School District	Cave City	Beverly Wright	40				\$ 176,000	
Cedar Ridge School District	Oil Trough	Jane McBride	74				\$ 325,600	
Cedar Ridge School District PAT	Oil Trough	Jane McBride				20	\$ 31,140	
Centers for Youth and Families	Little Rock	Jan Sims	34				\$ 149,600	
Child of Mine	Marked Tree	Sherrie Hall	40				\$ 176,000	Maintain prescribed staff-child ratios.
Children of Light Child Dev Center	N. Little Rock	Noni Harville	40				\$ 176,000	
Circle of Love Child Dev Center	Heber Springs	Candice Martin	20				\$ 88,000	Maintain prescribed staff-child ratios.
Clarendon School District	Clarendon	Monica Gray	18				\$ 79,200	
Clinton School District	Clinton	Lisa Manos	40				\$ 176,000	
Concord School District	Concord	Meagan Spinks	60				\$ 264,000	
Des Arc School District HIPPY	Des Arc	Dee Parson			90		\$ 140,130	
Drew Central School District	Monticello	Mike Johnston	60				\$ 264,000	
Dumas School District	Dumas	Mildred Miles	15				\$ 66,000	
Emmanuel Learning Center for Children	Jacksonville	Berlinda Helms	20				\$ 88,000	Maintain prescribed staff-child ratios.
EOA of Washington County	Fayetteville	Kathleen Randall	22				\$ 96,800	

**2006-2007 Arkansas Better Chance Program**
**Round #1 Recommendations for Renewal**

AGENCY	City	Contact	Slots Funded				Funding Amount	Comments/Conditions
			Center-Based	Family-Home Based	HIPPY	Parents as Teachers		
Fayetteville School District	Fayetteville	Karen McGee	15				\$ 66,000	
First Presbyterian Church CCC, Inc.	Warren	Rosario Miranda	40				\$ 176,000	
Flippin School District	Flippin	Karen Karr	60				\$ 264,000	
Forrest City School District	Forrest City	Vivian Ryan	140				\$ 616,000	
Forrest City School District HIPPY	Forrest City	Vivian Ryan			108		\$ 168,156	
Frank C. Steudlein Learning Center	West Memphis	Cindy Cloyd	40				\$ 176,000	
Greene Co. Technical School District	Paragould	Danielle Perkins	110				\$ 484,000	
Hamburg School District	Hamburg	Marilyn Chambers	140				\$ 616,000	
Helping Hand	Batesville	Dana Mynatt	20				\$ 88,000	
Hermitage School District	Hermitage	Carla Wardlaw	38				\$ 167,200	Developmental screens within 45 days of enrollment.
Hoxie School District	Hoxie	Sherry Hart	30				\$ 132,000	
Hugs & Tugs Family Home Day Care	Hardy	Candice Jackson	13				\$ 57,200	
Izard Co. Consolidated School District	Brockwell	Tina Fowler	30				\$ 132,000	
Jefferson Comprehensive Care PAT	Pine Bluff	Elaine Davis				81	\$ 126,117	
Jonesboro School District	Jonesboro	Michelle Curtis	50				\$ 220,000	
Kids Place Learning Center	Jonesboro	Gina Deuter	40				\$ 176,000	
Mainstreet Kids	Shirley	Gaya Franks	50				\$ 220,000	
Mammoth Spring School District	Mammoth Spring	Janet Smoot	20				\$ 88,000	
Marion School District	Marion	Glenda Bryan	30				\$ 132,000	
Marmaduke School District	Marmaduke	Lorie Long	28				\$ 123,200	Health screenings within 45 days of enrollment.
Melbourne School District	Mt. Pleasant	Crystal Williams	18				\$ 79,200	
Midland School District	Floral	Janet Canard	60				\$ 264,000	
Mineral Springs School District	Mineral Springs	Max Adcock	40				\$ 176,000	
Mountain View School District	Mountain View	Rowdy Ross	60				\$ 264,000	
Ouachita Industries Child Enrichment Cr	Kathy Holliday	Camden	20				\$ 88,000	
Palestine-Wheatley School District	Palestine	Lisa Alldredge	30				\$ 132,000	
Pangburn School District	Pangburn	Kelly Davis	27				\$ 118,800	
Paragould School District	Paragould	Vicki Shelby	25				\$ 110,000	
Paris School District	Paris	Anne Sneed	140				\$ 616,000	
Play School Day Care Center	Harrisburg	Donna Massengill	115				\$ 506,000	Must utilize child-initiated curriculum.
Pocahontas School District	Pocahontas	Kathie Adkins	40				\$ 176,000	
Pulaski Co. Spec School Dist. HIPPY	Little Rock	Kathy Kemp			135		\$ 210,195	

**2006-2007 Arkansas Better Chance Program**
**Round #1 Recommendations for Renewal**

AGENCY	City	Contact	Slots Funded				Funding Amount	Comments/Conditions
			Center-Based	Family-Home Based	HIPPY	Parents as Teachers		
Rogers School District	Rogers	Karen Benham	180				\$ 792,000	
Rogers School District HIPPY	Rogers	Linda Russell			92		\$ 143,244	
Rose Bud School District	Rose Bud	Amanda Wingert	17				\$ 74,800	
Rutgers University-NIEER	Brunswick, NJ	Dr. Steven Barnett					\$ 270,000	MANDATED LONGITUDINAL STUDY
SE Arkansas Community Based Educ Cr	Warren	Audrey Raines	100				\$ 440,000	Submit staff progress reports on time.
Searcy County School District	Marshall	Patti Bohannon	40				\$ 176,000	
Sheridan School District	Sheridan	Brenda Haynes	80				\$ 352,000	
Siloam Springs School District	Siloam Springs	Cindy Covington	20				\$ 88,000	
Smackover School District	Smackover	Teri Philyaw	40				\$ 176,000	
Small World Preschool of Mtn. Home	Mountain Home	N. Hammontree	25				\$ 110,000	Submit staff progress reports on time.
Snuggle Bugs Learning Center	Siloam Springs	Tina Bell		16			\$ 70,400	Must change curriculum in 2007.
South Side Bee Branch School District	Bee Branch	Tracy McDaniel	20				\$ 88,000	
Southside School District	Batesville	Dawn Jeffrey	50				\$ 220,000	
Southside School District HIPPY	Batesville	Lori Satterwhite			74		\$ 115,218	
Springdale School District	Springdale	Dr. Marsha Jones	360				\$ 1,584,000	
Tender Loving Care Early Learning Ctr	Searcy	Karen Marshall	60				\$ 264,000	
Texarkana School District	Texarkana	Dr. Arthur Tucker	100				\$ 440,000	Must have training on minimum licensing standards.
Valley View School District	Jonesboro	Cheryl Cain	20				\$ 88,000	
West Memphis School District	West Memphis	Annette Frazier	40				\$ 176,000	
West Memphis School District HIPPY	West Memphis	Gary Adams			150		\$ 233,550	
West Side-Greers Ferry SD HIPPY	Greers Ferry	Julan Wood			27		\$ 42,039	
White River Preschool	Calico Rock	Christine Franks	20				\$ 88,000	
Wilbur D. Mills Educ Svc Coop HIPPY	Searcy	Paddy Branham			701		\$ 1,091,457	
			3,746	25	1,461	146	\$ 21,006,480	
			5,378					



**English Language Proficiency Framework and  
English Language Arts Connections  
for  
Speaking, Listening, Reading and Writing  
and  
Mathematics Connections**

**Spring 2006**

# English Language Proficiency Framework

Strands		Content Standard
Listening		
1. Listening		Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
Speaking		
2. Speaking		Students shall demonstrate effective oral communication skills to express ideas and to present information.
Reading		
3. Foundations of Reading		Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
4. Comprehension		Students shall apply a variety of strategies to read and comprehend printed material.
5. Variety of text		Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
6. Vocabulary, Word Study and Fluency		Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Writing		
7. Process		Students shall employ a wide range of strategies as they write, using the writing process appropriately.
8. Purpose, Topics, Forms and Audiences		Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
9. Conventions		Students shall apply knowledge of Standard English conventions in written work.
10. Craftsmanship		Students shall develop personal style and voice as they approach the craftsmanship of writing.

Refer to the Appendix for the Student Proficiency Level descriptions

# **English Language Proficiency Framework for Listening**

**Spring 2006**

# English Language Proficiency Framework

Strands	Content Standard
Listening	
1. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication
Speaking	
2. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information
Reading	
3. Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words, and understand the relationship of speech to print as they develop a foundation for literacy
4. Comprehension	Students shall apply a variety of strategies to read and comprehend printed material
5. Variety of text	Students shall read, examine, and respond to a wide range of texts for a variety of purposes
6. Vocabulary, Word Study and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently
Writing	
7. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
8. Purpose, Topics, Forms and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics, and audiences employing a wide range of forms
9. Conventions	Students shall apply knowledge of Standard English conventions in written work.
10. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.

Refer to the Appendix for the Student Proficiency Level descriptions

K-2  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information and Understanding	ELPL.1.K-2.1 Demonstrate active listening behaviors adjusting to various speakers	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrates active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (i.e. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	OV.2.K.1 OV.2.1.1 OV.2.2.1
	ELPL.1.K-2.2 Listen and identify details that support the topic	Listen and identify - comprehension of topic by responding nonverbally - key vocabulary with support	Listen and identify - comprehension of topic with one or two word responses - key vocabulary	Listen and identify - comprehension of topic by responding with simple phrases - key vocabulary	Listen and identify details that support the topic using simple sentences to respond	Listen and identify details that support the topic	OV.2.K.2 OV.2.1.2 OV.2.2.2
	ELPL.1.K-2.3 Follow multiple-step oral directions and monitor for clarity	Follow one-step oral directions using visual cues	Follow one-step oral directions	Follow most multiple-step oral directions	Follow multiple-step oral directions and monitor for clarity	Follow multiple-step oral directions and monitor for clarity	OV.2.K.3 OV.2.1.3 OV.2.2.3
	ELPL.1.K-2.4 Demonstrate understanding of language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	

K-2  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Understand vocabulary	ELPL.1.K-2.5 Demonstrate understanding of increasingly complex and content-related vocabulary	Demonstrate understanding of vocabulary related to basic needs	Demonstrate understanding of vocabulary related to personal interests and familiar topics	Demonstrate understanding of most standard vocabulary used by teachers and peers	Demonstrate understanding of most age-appropriate vocabulary (including idioms, slang, transitional words, connectors)	Demonstrate understanding of most age-appropriate vocabulary (including idioms, slang, transitional words, connectors)	
	ELPL.1.K-2.6 Demonstrate understanding of tense	NA	Begin to understand tense when used with adverbials and teacher support	Begin to understand simple tense without adverbials	Begin to demonstrate understanding of tense	Demonstrate understanding of tense	

K-2  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Respond to questions	ELPL.1.K-2.7 Respond to complex and content related questions about newly learned information	Respond to simple questions non-verbally	Respond to simple questions with one or two word answers or short phrases	Respond to simple and some complex questions with short sentences	Respond to increasingly complex questions	Respond to complex and content related questions about newly learned information (e.g. compare/contrast)	
Respond to literature	ELPL.1.K-2.8 Listen and respond to a variety of literary genres from diverse cultures	Listen to literature from diverse cultures and respond appropriately using non-verbal responses including identifying characters and sequence of events	Listen to literature from diverse cultures and respond appropriately using one or two word phrases (e.g., retelling, dramatizing)	Listen to literature from diverse cultures and respond appropriately, including predicting, connecting, and questioning the text using simple sentences	Listen to literature from diverse cultures and respond appropriately, including predicting, connecting, questioning, summarizing and discussing the text	Listen to literature from diverse cultures and respond appropriately, including predicting, connecting, questioning, summarizing and discussing the text	OV.2.K.4 OV.2.K.5 OV.2.1.4 OV.2.2.4
Critical analysis and evaluation	ELPL.1.K-2.9 Listen for specific information in order to respond with appropriate feedback	Listen for familiar language to acquire new vocabulary and respond nonverbally	Listen for key words and phrases to respond appropriately	Listen for specific information in order to respond with appropriate feedback	Listen for specific information in order to respond with appropriate feedback	Listen for specific information in order to respond with appropriate feedback	OV.2.K.6 OV.2.1.5 OV.2.2.5
	ELPL.1.K-2.10 Evaluate a performance by giving an opinion with evidence to support it	Evaluate a performance by giving an opinion nonverbally	Evaluate a performance by giving an opinion with one or two word phrases as evidence to support it	Evaluate a performance by giving an opinion with evidence to support it	Evaluate a performance by giving an opinion with evidence to support it	Evaluate a performance by giving an opinion with evidence to support it	OV.2.1.6 OV.2.2.6

K-2  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Social Conversations	ELPL.1.K-2.11 Understand and show interest in conversations on a range of familiar and unfamiliar topics and in a variety of settings	Understand and show interest in short, limited social exchanges using visual cues with peers and teachers	Understand and show interest in short, limited social exchanges with peers and teachers	Understand and show interest in highly contextualized conversations on familiar topics	Understand and show interest in most conversations on familiar topics	Understand and show interest in conversations on a range of familiar and unfamiliar topics and in a variety of settings	
Academic Conversations	ELPL.1.K-2.12 Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	Understand short, limited academic exchanges using visual cues with peers and teachers	Understand short, limited academic exchanges with peers and teachers	Understand highly contextualized conversations on familiar academic topics	Understand most conversations on familiar academic topics	Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	



3-5  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information and Understanding	ELPL.1.3-5.1 Demonstrate active listening behaviors adjusting to various speakers	Demonstrate active listening behaviors adjusting to various speakers (e.g. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (e.g. facing the speaker, making eye contact, maintaining attention, and taking turns to speak)	Demonstrate active listening behaviors adjusting to various speakers (e.g. simple questions)	Demonstrate active listening behaviors adjusting to various speakers (e.g. content-appropriate questions)	Demonstrate active listening behaviors adjusting to various speakers (e.g. content-appropriate questions)	OV.2.3.1 OV.2.4.1 OV.2.5.1 OV.2.5.4
	ELPL.1.3-5.2 Listen and summarize information	Listen and summarize pictorially	Listen and summarize pictorially using short phrases	Listen and summarize information	Listen and summarize information using complete sentences most of the time	Listen and summarize information using complete sentences most of the time	OV.2.3.2 OV.2.5.2
	ELPL.1.3-5.3 Listen and evaluate information	NA	Listen and evaluate information with one or two word phrases	Listen and evaluate information with simple phrases	Listen and evaluate information	Listen and evaluate information	OV.2.4.2 OV.2.5.2

3-5  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information and understanding	ELPL.1.3-5.4 Follow multiple-step oral directions and monitor for clarity	Follow one-step oral directions with visual cues	Follow one-step oral directions	Follow most multiple-step oral directions	Follow multiple-step oral directions and monitor for clarity	Follow multiple-step oral directions and monitor for clarity	OV.2.3.4 OV.2.4.3
	ELPL.1.3-5.5 Demonstrate understanding of grade-level content presented orally	Listen to acquire new vocabulary from oral stories and verbal information	Listen for specific information from oral stories and verbal information	Identify the main idea and some details from oral stories and verbal information	Identify key concepts and details from oral stories and verbal information	Demonstrate understanding of grade-level content presented orally	OV.2.3.3 OV.2.5.3
	ELPL.1.3-5.6 Demonstrate understanding of language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	

3-5  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Understand Vocabulary	ELPL.1.3-5.7 Demonstrate understanding of increasingly complex and content-related vocabulary	Demonstrate understanding of vocabulary related to basic needs	Demonstrate understanding of vocabulary related to personal interests and familiar topics	Demonstrate understanding of most standard vocabulary used by teachers and peers	Demonstrate understanding of most age-appropriate vocabulary including idioms and slang	Demonstrate understanding of increasingly complex and content-related vocabulary	OV.2.3.6
	ELPL.1.3-5.8 Demonstrate understanding of tense	NA	Begin to understand tense when used with adverbials and teacher support	Begin to understand simple tense without adverbials	Begin to demonstrate understanding of tense	Demonstrate understanding of tense	
Respond to Questions	ELPL.1.3-5.9 Respond to complex and content related questions about newly learned information	Respond to simple questions non-verbally	Respond to simple questions with one or two word answers or short phrases	Respond to simple and some complex questions with short sentences	Respond to increasingly complex questions	Respond to complex and content related questions about newly learned information (e.g. compare/contrast)	
Respond to Literature	ELPL.1.3-5.10 Listen and respond to a variety of literary genres from diverse cultures	Listen to literature from diverse cultures and identify characters and sequence of events non-verbally	Listen to literature from diverse cultures and retell/dramatize with one or two word response	Listen to literature from diverse cultures and retell with some detail using simple sentences	Listen to literature from diverse cultures and summarize and make predictions	Listen to literature from diverse cultures and summarize and make predictions	

3-5  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Critical analysis and evaluation	ELPL.1.3-5.11 Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues	Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues using communication skills	Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues using single words and phrases	Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues	Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues	Identify/infer the purpose, content, organization, and delivery of verbal communication and nonverbal cues	OV.2.3.5 OV.2.4.4 OV.2.4.5
	ELPL.1.3-5.12 Evaluate a performance/presentation on the basis of predetermined criteria/rubric developed by the class	Listen to a performance/presentation	Evaluate a performance/presentation on the basis of predetermined criteria/rubric developed by the class	Evaluate a performance/presentation on the basis of predetermined criteria/rubric developed by the class	Evaluate a performance/presentation on the basis of predetermined criteria/rubric developed by the class	Evaluate a performance/presentation on the basis of predetermined criteria/rubric developed by the class	OV.2.3.7 OV.2.4.6 OV.2.5.5

3-5  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication						
	ELP Student Learning Expectation	Student Proficiency Levels				ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5
Social conversations	ELPL.1.3-5.13 Understand conversations on a range of familiar and unfamiliar topics and in a variety of settings	Understand short, limited social exchanges using visual cues, with peers and teachers	Understand short, limited social exchanges with peers and teachers	Understand highly contextualized conversations on familiar topics	Understand most conversations on familiar topics	Understand conversations on a range of familiar and unfamiliar topics and in a variety of settings
Academic conversations	ELPL.1.3-5.14 Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	Understand short, limited academic exchanges using visual cues with peers and teachers	Understand short, limited academic exchanges with peers and teachers	Understand highly contextualized conversations on familiar academic topics	Understand most conversations on familiar academic topics	Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information and understanding	ELPL.1.6-8.1 Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	OV.2.6.1 OV.2.6.4 OV.2.7.1 OV.2.7.4 OV.2.8.1 OV.2.8.4
	ELPL.1.6-8.2 Follow complex oral directions involving multiple options and choices	Follow one-step oral directions	Follow clear multiple-step oral directions	Follow specific multiple-step oral directions	Follow specific multiple-step oral directions	Follow complex oral directions involving multiple options and choices	
	ELPL.1.6-8.3 Listen and evaluate information	NA	Listen and evaluate information with one or two word phrases	Listen and evaluate information with simple phrases	Listen and evaluate information	Listen and evaluate information	OV.2.6.2 OV.2.7.2 OV.2.8.2
	ELPL.1.6-8.4 Respond to complex and content related questions about newly learned information	Respond to simple questions non-verbally	Respond to simple questions with one or two word answers or short phrases	Respond to simple and some complex questions with simple sentences	Respond to increasingly complex questions	Respond to complex and content related questions about newly learned information (e.g. compare/contrast)	OV.2.6.2 OV.2.7.2 OV.2.8.2
	ELPL.1.6-8.5 Demonstrate understanding of language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	

6-8  
Listening

Standard 1 Listening: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information and understanding	ELPL.1.6-8.6 Listen for information to summarize and demonstrate understanding of grade-level content	Listen to acquire new vocabulary from oral stories and verbal information	Listen for specific information from oral stories and verbal information	Identify the main idea and some details from oral stories and verbal information	Identify key concepts and details from oral stories and verbal information	Listen for information to summarize and demonstrate understanding of grade-level content	OV.2.6.3 OV.2.7.3 OV.2.8.3
	ELPL.1.6-8.7 Analyze and evaluate orally presented literature	Identify characters, setting and plot from orally presented literature using nonverbal cues	Identify characters, setting and plot from orally presented literature	Identify use of literary devices in passages read orally (e.g. rhyming and alliteration)	Identify use of literary devices in passages read orally (e.g. rhyming and alliteration)	Analyze and evaluate orally presented literature	OV.2.6.5 OV.2.7.5 OV.2.8.5
Understanding Vocabulary	ELPL.1.6-8.8 Demonstrate understanding of tense	NA	Begin to understand tense when used with adverbials and teacher support	Begin to understand simple tense without adverbials	Begin to demonstrate understanding of tense	Demonstrate understanding of tense	

6-8  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Social Conversations	ELPL.1.6-8.9 Understand conversations on a range of familiar and unfamiliar topics and in a variety of settings	Understand short, limited social exchanges using visual cues with peers and teachers	Understand short, limited social exchanges with peers and teachers	Understand highly contextualized conversations on familiar topics	Understand most conversations on familiar topics	Understand conversations on a range of familiar and unfamiliar topics and in a variety of settings	
Academic Conversations	ELPL.1.6-8.10 Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	Understand short, limited academic exchanges using visual cues with peers and teachers	Understand short, limited academic exchanges with peers and teachers	Understand highly contextualized conversations on familiar academic topics	Understand most conversations on familiar academic topics	Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	



Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information, interpretation, critical analysis, and evaluation	ELPL.1.9-12.1 Analyze how the conventions of English affect oral expressions	Listen to the conventions of English that affect oral expressions	Listen to the conventions of English that affect oral expressions	Begin to analyze how the conventions of English affect oral expressions	Analyze how the conventions of English affect oral expressions	Analyze how the conventions of English affect oral expressions	OV.2.9.1
	ELPL.1.9-12.2 Demonstrate attentive, reflective, and critical listening skills to respond to and interpret the speaker's message	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate effective listening skills by exhibiting appropriate body language	Demonstrate attentive, reflective, and critical listening skills to respond to and interpret the speaker's message	Demonstrate attentive, reflective, and critical listening skills to respond to and interpret the speaker's message	OV.2.9.4 OV.2.10.3 OV.2.11.1 OV.2.11.5 OV.2.12.1 OV.2.12.5 OV.2.12.6
	ELPL.1.9-12.3 Follow complex oral directions involving multiple options and choices	Follow one-step oral directions	Follow clear multiple-step oral directions	Follow specific multiple-step oral directions	Follow specific multiple-step oral directions	Follow complex oral directions involving multiple options and choices	
	ELPL.1.9-12.4 Demonstrate understanding of increasingly complex and content-related vocabulary	Demonstrate understanding of vocabulary related to basic needs	Demonstrate understanding of vocabulary related to personal interests and familiar topics	Demonstrate understanding of most standard vocabulary used by teachers and peers	Demonstrate understanding of most age-appropriate vocabulary including idioms and slang	Demonstrate understanding of increasingly complex and content-related vocabulary	

9-12  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information, interpretation, critical analysis, and evaluation	ELPL.1.9-12.5 Respond to complex and content related questions about newly learned information	Respond to simple questions non-verbally	Respond to simple questions with one or two word answers or short phrases	Respond to simple and some complex questions with simple sentences	Respond to increasingly complex questions	Respond to complex and content related questions about newly learned information (e.g. compare/contrast)	
	ELPL.1.9-12.6 Listen and critique relevance and effectiveness of grade-level oral stories and presentations	Listen to acquire new vocabulary from oral stories and verbal information	Listen for specific information from oral stories and verbal information	Listen and identify relevant information from oral stories and verbal information	Listen and critique relevant information from oral stories and/or presentations	Listen and critique relevance and effectiveness of grade-level oral stories and presentations	OV.2.9.2 OV.2.10.3 OV.2.11.4 OV.2.12.4
	ELPL.1.9-12.7 Analyze and evaluate orally presented literature	Identify characters, setting and plot from orally presented literature using nonverbal cues	Identify characters, setting and plot from orally presented literature	Identify use of literary devices in passages read orally (e.g. rhyming and alliteration)	Identify use of literary devices in passages read orally (e.g. rhyming and alliteration)	Analyze and evaluate orally presented literature	OV.2.10.1

9-12  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Information, interpretation, critical analysis, and evaluation	ELPL.1.9-12.8 Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations	Listen to a variety of organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations	Listen to a variety of organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations	Begin to identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations	Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations	Identify organizational patterns appropriate to diverse situations, such as interviews, debates, and conversations	OV.2.9.3 OV.2.10.2 OV.2.11.2 OV.2.11.3 OV.2.12.2 OV.2.12.3
	ELPL.1.9-12.9 Demonstrate understanding of language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	
Understanding Vocabulary	ELPL.1.9-12.10 Demonstrate understanding of tense	NA	Begin to understand tense when used with adverbials and teacher support	Begin to understand simple tense without adverbials	Begin to demonstrate understanding of tense	Demonstrate understanding of tense	

9-12  
Listening

Standard 1: Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Social Conversations	ELPL.1.9-12.11 Understand conversations on a range of familiar and unfamiliar topics and in a variety of settings	Understand short, limited social exchanges using visual cues with peers and teachers	Understand short, limited social exchanges with peers and teachers	Understand highly contextualized conversations on familiar topics	Understand most conversations on familiar topics	Understand conversations on a range of familiar and unfamiliar topics and in a variety of settings	
Academic Conversations	ELPL.1.9-12.12 Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	Understand short, limited academic exchanges using visual cues with peers and teachers	Understand short, limited academic exchanges with peers and teachers	Understand highly contextualized conversations on familiar academic topics	Understand most conversations on familiar academic topics	Understand conversations on a range of familiar and unfamiliar academic topics and in a variety of academic settings	

# **English Language Proficiency Framework for Speaking**

**Spring 2006**

English Language Proficiency Framework

Strands

Listening	
1. Listening	Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
Speaking	
2. Speaking	Students shall demonstrate effective oral communication skills to express ideas and to present information.
Reading	
3. Foundations of Reading	Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
4. Comprehension	Students shall apply a variety of strategies to read and comprehend printed material.
5. Variety of text	Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
6. Vocabulary, Word Study and Fluency	Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Writing	
7. Process	Students shall employ a wide range of strategies as they write, using the writing process appropriately.
8. Purpose, Topics, Forms and Audiences	Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
9. Conventions	Students shall apply knowledge of Standard English conventions in written work.
10. Craftsmanship	Students shall develop personal style and voice as they approach the craftsmanship of writing.

K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Vocabulary	ELPS.2.K-2.1 Identify, name and describe everyday objects using descriptive vocabulary	Use nonverbal cues to identify and describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	Use limited descriptive vocabulary to identify, name and describe familiar people, places, things, locations, sizes, colors, shapes, numbers, and actions	Use descriptive and specific vocabulary to identify, name and describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	Use more descriptive and specific vocabulary to name and describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	Use more descriptive and specific vocabulary to name and describe people, places, things, locations, sizes, colors, shapes, numbers, and actions	OV.1.K.1 OV.1.1.1 OV.1.2.1
	ELPS.2.K-2.2 Use singular and plural nouns appropriately in speech	Use visual aids to identify singular and plural nouns	Over generalize singular and plural nouns in speech	Begin to use singular and plural nouns appropriately in speech	Use singular and plural nouns appropriately in speech most of the time	Use singular and plural nouns appropriately in speech most of the time	OV.1.1.2.
	ELPS.2.K-2.3 Use synonyms and antonyms appropriately in speech	Use visual aids to identify synonyms and antonyms	Begin to use common synonyms and antonyms, with frequent errors	Use common synonyms and antonyms appropriately in speech, with some errors	Use synonyms and antonyms appropriately in speech most of the time	Use synonyms and antonyms appropriately in speech most of the time	OV.1.2.2
	ELPS.2.K-2.4 Use correct tense in speech	NA	Begin to use correct tense in speech with adverbials and teacher support	Begin to use correct simple tense without adverbials in speech	Begin to use correct tense in speech	Use correct tense in speech	

K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Behaviors	ELPS.2.K-2.5 Express likes, dislikes and needs in complete sentences when speaking	Use simple phrases to negotiate meaning (also for nonverbal students, pantomiming, gestures, or drawing)	Express likes, dislikes and needs using single words or phrases	Express ideas in short complete sentences	Express ideas in simple complete sentences when speaking most of the time	Express ideas in complete sentences when speaking most of the time	OV.1.K.3
	ELPS.2.K-2.6 Use complete sentences to respond appropriately to the audience, purpose and occasion	Use appropriate physical response to audience, purpose and occasion	Use one or two word phrases appropriately (voice level, phrasing and intonation) to respond to the audience, purpose and occasion	Use short complete sentences to respond appropriately (voice level, phrasing and intonation) to the audience, purpose and occasion	Use complete sentences to respond appropriately (voice level, phrasing and intonation) to the audience, purpose and occasion	Use complete sentences to respond appropriately (voice level, phrasing and intonation) to the audience, purpose and occasion	OV.1.1.4 OV.1.2.5
	ELPS.2.K-2.7 Introduce and answer basic questions about self including social greetings	Greet others through gestures or one to two words	Use common social greetings using single words or phrases	Introduce and answer basic questions about self including social greetings using short complete sentences	Introduce and answer basic questions about self including social greetings using complete sentences most of the time	Introduce and answer basic questions about self including social greetings using complete sentences most of the time	OV.1.2.4



K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Behaviors	ELPS.2.K-2.8 Focus on audience when speaking	NA	Focus on audience when speaking (e.g. make eye contact)	Focus on audience when speaking (e.g. make eye contact and posture)	Focus on audience when speaking (e.g. eye contact, posture, gestures and body language)	Focus on audience when speaking (e.g. eye contact, posture, gestures and body language)	OV.1.K.2 OV.1.1.3 OV.1.2.3
	ELPS.2.K-2.9 Participate orally in group performances, class discussions, and sharing	Participate non-verbally in group activities	Participate orally in group activities using single words or phrases	Participate orally in group performances, class discussions, and sharing using short complete sentences	Participate orally in group performances, class discussions, and sharing using complete sentences most of the time	Participate orally in group performances, class discussions, and sharing using complete sentences most of the time	
	ELPS.2.K-2.10 Follow etiquette for conversation using appropriate addresses, common courtesies and gestures	Practice using appropriate addresses, common courtesies (please, thank you, not interrupting others) with non verbal gestures (raising hands) or one or two word phrases	Practice using appropriate addresses, common courtesies (please, thank you, not interrupting others) with non verbal gestures (raising hands) and single words and phrases	Practice using appropriate addresses, common courtesies (please, thank you, not interrupting others) with non verbal gestures (raising hands) and short complete sentences	Use appropriate addresses, common courtesies (please, thank you, not interrupting others) with non verbal gestures (raising hands) and complete sentences most of the time	Follow etiquette for conversation using appropriate addresses, common courtesies (please, thank you, not interrupting others) with non verbal gestures (raising hands) and complete sentences most of the time	OV.1.1.5

K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
		Demonstrate ideas and opinions through visual aids and nonverbal communication	Use single words or phrases to support spoken ideas and opinions with examples	Use short complete sentences to support spoken ideas and opinions with examples	Explain and support point of view with examples using complete sentences most of time	Explain and support point of view with examples using complete sentences most of time	
Behaviors	ELPS.2.K-2.11 Explain and support point of view with examples						OV.K.1.4 OV.1.1.7 OV.1.2.7
	ELPS.2.K-2.12 Use complete sentences orally and supporting information to inform, persuade or entertain	Demonstrate ideas and opinions through visual aids and nonverbal communication	Use single words or phrases orally to inform, persuade or entertain	Use short complete sentences orally to inform, persuade or entertain	Use complete sentences orally and supporting information to inform, persuade or entertain	Use complete sentences orally and supporting information to inform, persuade or entertain	OV.1.2.6

K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPS1.K-2.13 Use appropriate language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	
Critical analysis and understanding	ELPS.2.K-2.14 Ask and answer questions to clarify understanding	Use gestures or single words to respond to questions of others, and begin to use single words to ask basic questions	Use single words or phrases to ask and answer 'who', 'what', 'where' and 'when' questions for clarification and explanation of words and ideas	Ask simple 'who', 'what', 'where' and 'when' questions to clarify understanding and respond to the questions of others using short complete sentences	Ask 'how' and 'why' questions to clarify understanding and respond to the questions of others using complete sentences most of the time	Ask 'how' and 'why' questions to clarify understanding and respond to the questions of others using complete sentences most of the time	OV.1.1.6 OV.1.1.12 OV.1.2.12

K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connectio n
		Level 1	Level 2	Level 3	Level 4	Level 5	
Share understanding of information	ELPS.2.K-2.15 Give multiple step directions	Repeat simple one-step directions	Use single words or phrases to give simple one-step directions	Use short complete sentences to give simple one and two step directions	Use complete sentences to give multiple step directions	Give multiple step directions	OV.1.K.5 OV.1.1.8 OV.1.2.8
Literary response and expression	ELPS.2.K-2.16 Participate in discussions about a variety of topics, including books, personal experiences, classroom events, and reader's theatre	Participate in discussions about a variety of topics, including books, personal experiences, classroom events, and reader's theatre through nonverbal communication	Participate in discussions about a variety of topics, including books, personal experiences, classroom events, and reader's theatre by using single words or phrases	Participate in discussions about a variety of topics, including books, personal experiences, classroom events, and reader's theatre using short complete sentences	Participate in discussions about a variety of topics, including books, personal experiences, classroom events, and reader's theatre using complete sentences most of the time	Participate in discussions about a variety of topics, including books, personal experiences, classroom events, and reader's theatre using complete sentences most of the time	OV.1.K.6 OV.1.1.9 OV.1.2.9 OV.1.2.11
	ELPS.2.K-2.17 Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts	Nonverbally, retell a story with a beginning, middle and end using pictures or prompts	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts using single words or phrases	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts using short complete sentences	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts using complete sentences most of the time	Use pictures to orally retell a story with a beginning, middle, and end, with or without prompts using complete sentences most of the time	OV.1.K.7

K-2  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Literary response and expression	ELPS.2.K-2.18 Retell a story recalling characters, events, setting, conflict and resolution using appropriate vocabulary and sequence	Tell or retell stories nonverbally with the use of visual aids	Tell or retell a story from visual or audio prompt using single words or phrases	Tell or retell simple stories providing the characters, setting, problem, events, and resolution in sequential order, with prompts using short complete sentences	Tell and retell stories providing the characters, setting, problem, events, and resolution in sequential order with or without prompts using complete sentences most of the time	Tell and retell stories providing the characters, setting, problem, events, and resolution in sequential order with or without prompts using complete sentences most of the time	OV.1.1.10 OV.1.2.10
	ELPS.2.K-2.19 Participate in a variety of speaking activities including shared reading, oral retelling, choral readings and dramatizations	Participate in dramatizations through nonverbal communication	Participate in a variety of speaking activities including shared reading, oral retelling, choral readings and dramatizations by using single words or phrases	Participate in a variety of speaking activities including shared reading, oral retelling, choral readings, and dramatizations using short complete sentences	Participate in a variety of speaking activities including shared reading, oral retelling, choral readings, and dramatizations using complete sentences most of the time	Participate in a variety of speaking activities including shared reading, oral retelling, choral readings and dramatizations using complete sentences most of the time	OV.1.K.8 OV.1.1.11
Critical analysis and evaluation	ELPS.2.K-2.20 Accept support of teacher to improve speaking performance	Accept support of teacher to improve speaking performance	Accept support of teacher to improve speaking performance	Accept support of teacher to improve speaking performance	Accept support of teacher to improve speaking performance	Accept support of teacher to improve speaking performance	OV.1.K.9 OV.1.1.13 OV.1.2.13

3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Vocabulary	ELPS.2.3-5.1 Use parts of speech appropriately	Identify pronouns and adjectives through nonverbal communication or through using visuals	Identify and begin to use common pronouns and adjectives appropriately in speech	Begin to use common pronouns and adjectives appropriately in speech most of the time	Use common pronouns and adjectives appropriately in speech most of the time	Use common pronouns and adjectives appropriately in speech most of the time	OV.1.3.1 OV.1.3.3
	ELPS.2.3-5.2 Use vocabulary from content area texts	Match pictures with content-related vocabulary words and concepts to identify familiar objects.	Begin to use vocabulary from content area texts using single words or phrases	Use vocabulary from content area texts in short complete sentences	Use vocabulary from content area texts in complete sentences and in appropriate contexts	Use vocabulary from content area texts in complete sentences and appropriate contexts	OV.1.4.1 OV.1.5.1
	ELPS.2.3-5.3 Use idiomatic expressions and figurative language	NA	Begin to recognize simple figures of speech in social conversation	Recognize simple figures of speech in social and academic conversation	Recognize and use figures of speech most of the time in social and academic conversation	Recognize and use figures of speech most of the time in social and academic conversation	
	ELPS.2.3-5.4 Clarify and explain words and ideas orally	Clarify and explain ideas nonverbally	Use single words or phrases to clarify and explain ideas orally	Use short complete sentences to clarify and explain ideas orally	Use complete sentences most of the time to clarify and explain words and ideas orally	Use complete sentences most of the time to clarify and explain words and ideas orally	OV.1.3.2 OV.1.4.6

3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPS.2.3-5.5 Respond appropriately to the audience, purpose and occasion	Use appropriate physical response to audience, purpose and occasion (e.g., facial expressions, gestures, eye contact)	Begin to use appropriate physical/verbal response to audience, purpose and occasion (e.g., facial expressions, gestures, eye contact, volume, pitch, rate)	Use appropriate physical/verbal response to audience, purpose and occasion (e.g., facial expressions, gestures, eye contact, volume, pitch, rate)	Use appropriate physical/verbal response to audience, purpose and occasion (e.g., facial expressions, gestures, eye contact, volume, pitch, rate)	Use appropriate physical/verbal response to audience, purpose and occasion (e.g., facial expressions, gestures, eye contact, volume, pitch, rate)	OV.1.3.4 OV.1.3.6 OV.1.4.2 OV.1.4.3 OV.1.5.3 OV.1.5.4
	ELPS.2.3-5.6 Use correct tense in speech	NA	Begin to use correct tense in speech with adverbials and teacher support	Begin to use correct simple tense without adverbials in speech	Begin to use correct tense in speech	Use correct tense in speech	

3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Behaviors	ELPS.2.3-5.7 Use correct pronunciation to communicate ideas and information	NA	Practice correct pronunciation using single words or phrases	Practice correct pronunciation using short complete sentences	Practice correct pronunciation using complete sentences	Practice using pronunciation to communicate ideas and information	OV.1.5.5
	ELPS.2.3-5.8 Use grade level appropriate English to communicate with others	Use nonverbal communication (e.g., ask for assistance with a task or needed supplies)	Begin to use standard English in single words and phrases in oral presentations and classroom discussions	Begin to use standard English in short complete sentences in oral presentations and classroom discussions	Use standard English in complete sentences most of the time in oral presentations and classroom discussions	Use standard English in classroom discussion using complete sentences most of the time in oral presentations and classroom discussions	OV.1.4.5 OV.1.5.2 OV.1.5.7
	ELPS.2.3-5.9 Organize and communicate ideas sequentially around major points of information	Use nonverbal cues to communicate ideas sequentially	Use single words or phrases to communicate ideas sequentially	Use short complete sentences to communicate ideas sequentially and begin to identify major points of information	Communicate ideas sequentially or organized around major points of information using complete sentences most of the time	Communicate ideas sequentially or organized around major points of information using complete sentences most of the time	OV.1.3.7 OV.1.4.6



3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPS.2.3-5.10 Introduce and answer basic questions about self including social greetings	Greet others through gestures or one to two words	Use common social greetings using single words or phrases	Introduce and answer basic questions about self including social greetings using short complete sentences	Introduce and answer basic questions about self including social greetings using complete sentences most of the time	Introduce and answer basic questions about self including social greetings using complete sentences most of the time	OV.1.3.5 OV.1.4.4
Share understanding of information	ELPS.2.3-5.11 Participate in cooperative learning communities	Practice working in small groups, with partners in class discussions and sharing, using nonverbal communication	Practice working in small groups, with partners in class discussions and sharing, using single words and phrases	Practice working in small groups and with partners in class discussions and sharing using short complete sentences, most of the time	Practice working in small groups, with partners in class discussions and sharing by asking questions to clarify understanding and responding to the questions of others in complete sentences, most of the time	Practice working in small groups, with partners in class discussions and sharing by asking questions to clarify understanding and responding to the questions of others in complete sentences, most of the time	OV.1.4.9 OV.1.5.6
	ELPS.2.3-5.12 Express a simple point of view or opinion and solve problems using examples	Demonstrate ideas and opinions through visual aids and nonverbal communication	Use single words or phrases to support spoken ideas and opinions with examples	Use short complete sentences to support spoken ideas and opinions with examples	Use complete sentences most of the time to support spoken ideas and opinions with multiple examples	Explain and support point of view or opinion with multiple examples using complete sentences, most of the time	OV.1.3.8 OV.1.3.14

3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Share understanding of information	ELPS.2.3-5.13 Give directions to complete a task	Give simple one -step directions through nonverbal communication	Give simple one- step directions using single words or phrases to complete activities and tasks.	Give simple two- step directions using short complete sentences to complete activities and tasks	Give simple two-step directions using complete sentences most of the time to complete complex activities and tasks	Give simple two-step directions using complete sentences most of the time to complete complex activities and tasks	OV.1.3.9 OV.1.4.7
Literary response and expression	ELPS.2.3-5.14 Participate in formal and informal discussions	Participate in formal and informal discussions using visuals and non verbal gestures	Participate in formal and informal discussions, including dramatic readings of poetry or prose, book talks and community events using single words and/or phrases including use of visuals (e.g., illustrations, pictures, and/or charts)	Participate in formal and informal discussions, including dramatic readings of poetry or prose, book talks and community events using short complete sentences some of the time including use of visuals (e.g., illustrations, pictures, and/or charts)	Participate in formal and informal discussions, including dramatic readings of poetry or prose, book talks and community events using short complete sentences most of the time including use of visuals (e.g., illustrations, pictures, and/or charts)	Participate in formal and informal discussions, including dramatic readings of poetry or prose, book talks and community events using short complete sentences most of the time including use of visuals (e.g., illustrations, pictures, and/or charts)	OV.1.3.10 OV.1.3.13 OV.1.4.8 OV.1.4.11 OV.1.5.8 OV.1.5.9

3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Critical analysis and evaluation	ELPS.2.3-5.15 Tell and retell stories in a formal storytelling format	Tell or retell stories using nonverbal communication	Tell or retell stories from visual or audio prompt using simple descriptive language, single words or phrases	Tell or retell simple stories in a formal storytelling format using descriptive language and short complete sentences	Tell and retell stories in a formal storytelling format using descriptive language and story elements and in complete sentences most of the time	Tell and retell stories in a formal storytelling format using descriptive language, story elements, and voice to create interest and mood using complete sentences most of the time	OV.1.3.12 OV.1.4.10
	ELPS.2.3-5.16 Ask and answer relevant questions to clarify understanding and respond to questions of others	Respond to simple questions with gestures or one to two word responses in small and group discussions	Ask and answer simple and relevant "Who, What, When, Where" questions in small and large group discussions using single words or phrases	Ask and answer simple and relevant "Who, What, When, Where" questions in small and large group discussions using short sentences	Ask and answer relevant "How and Why" questions in small or large group discussions.	Ask and answer relevant questions to clarify understanding and respond to the questions of others in small or large group discussions	OV.1.4.12

3-5  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPS.2.3-5.17 Accept support of teacher to improve speaking performance based on preset criteria	Accept support of teacher to improve speaking performance	Accept support of teacher to improve speaking performance	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	OV.1.3.15 OV.1.4.13 OV.1.5.10
	ELPS.2.3-5.18 Use appropriate language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	

6-8  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Vocabulary	ELPS.2.6-8.1 Use vocabulary from content area texts in complete sentences and appropriate contexts	Identify vocabulary from content area texts using nonverbal communication with visual support	Identify and name vocabulary from content area texts with visual support using single words or phrases	Use vocabulary from content area texts in short complete sentences	Use vocabulary from content area texts in complete sentences and appropriate contexts including idiomatic expressions and figurative language most of the time	Use vocabulary from content area texts in complete sentences and appropriate contexts including idiomatic expressions and figurative language	OV.1.6.1 OV.1.7.1 OV.1.8.1
	ELPS.2.6-8.2 Use grade level appropriate English to communicate with others	NA	Begin to use standard English in single words or phrases in classroom discussions and presentations	Begin to use standard English in classroom discussion and presentations using short complete sentences	Use standard English in classroom discussion and presentations using complete sentences most of the time	Use standard English in classroom discussion and presentations using complete sentences most of the time	OV.1.6.2 OV.1.7.2 OV.1.8.2
	ELPS.2.6-8.3 Use correct tense in speech	NA	Begin to use correct tense in speech with adverbials and teacher support	Begin to use correct simple tense without adverbials in speech	Begin to use correct tense in speech	Use correct tense in speech	

6-8  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Behaviors	ELPS.2.6-8.4 Participates in conversations with peers and adults using language appropriate to situation, participants and topics	Communicate nonverbally	Practice simple conversations with peers or adults about topics of shared interest using single words or phrases	Participates in oral group performances, class discussions, and sharing using short complete	Initiate and participate in conversation with peers and adults using language and vocabulary to fit an audience, topic or purpose using complete sentences most of the time	Initiate and participate in conversation with peers and adults using language and vocabulary to fit an audience, topic or purpose using complete sentences most of the time	OV.1.6.3 OV.1.7.3 OV.1.8.3

6-8  
Strand: Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Share understanding and information	ELPS.2.6-8.5 Demonstrate appropriate eye contact, posture and volume	NA	Begin to demonstrate appropriate eye contact, posture and volume	Demonstrate appropriate eye contact, posture and volume	Demonstrate appropriate eye contact, posture, and volume	Demonstrate appropriate eye contact, posture, and volume	OV.1.6.4 OV.1.7.4 OV.1.8.4
	ELPS.2.6-8.6 Use correct pronunciation to communicate ideas and information	NA	Practice correct pronunciation using single words or phrases	Practice correct pronunciation using short complete sentences	Practice correct pronunciation using complete sentences	Use correct pronunciation to communicate ideas and information	OV.1.6.5 OV.1.7.5 OV.1.8.5
	ELPS.2.6-8.7 Participate in oral group performances, class discussions and sharing	Participate nonverbally in class discussions	Participate orally in class discussions using single words or phrases	Participate orally in class discussions using short complete sentences	Participate orally in class discussions using complete sentences	Participate appropriately in class discussions using complete sentences	OV.1.6.6 OV.1.7.6 OV.1.8.6
	ELPS.2.6-8.8 Use grade level appropriate English to communicate with others	NA	Begin to use standard English in single words and phrases in oral presentations	Begin to use standard English in short complete sentences in oral presentations	Use standard English in complete sentences most of the time in oral presentations	Use standard English in classroom discussion using complete sentences most of the time in oral presentations	OV.1.6.7 OV.1.7.7 OV.1.8.7

6-8  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Literary response and expression	ELPS.2.6-8.9 Use illustrations, pictures, and/or charts in oral presentations across the curriculum	Use illustrations, pictures, and/or charts in oral presentations across the curriculum (for appropriate level of participation for the nonverbal student)	Use illustrations, pictures, and/or charts in oral presentations across the curriculum	Use illustrations, pictures, and/or charts in oral presentations across the curriculum	Use illustrations, pictures, and/or charts in oral presentations across the curriculum	Use illustrations, pictures, and/or charts in oral presentations across the curriculum	OV.1.6.8 OV.1.7.8
	ELPS.2.6-8.10 Initiate and participate in a variety of oral group performances, class discussions and sharing	Participate in a variety of speaking activities using visuals and non verbal gestures	Participate in a variety of speaking activities, including dramatic readings of poetry or prose, literature or research, using single words or phrases	Participate in a variety of speaking activities, including dramatic readings of poetry or prose, literature or research, using short complete sentences	Participate in a variety of speaking activities, including dramatic readings of poetry or prose, literature or research, using complete sentences most of the time	Initiate and participate in a variety of speaking activities, including dramatic readings of poetry or prose, literature or research, using complete sentences most of the time	OV.1.6.9 OV.1.7.9 OV.1.8.8 OV.1.8.9



6-8  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Critical analysis and evaluation	ELPS.2.6-8.11 Accept support from self and others to improve speaking performance	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	Accept support of teacher and peers to self evaluate to improve speaking performance based on preset criteria	OV.1.6.10 OV.1.7.10 OV.1.8.10
	ELPS.2.6-8.12 Use appropriate language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	

9-12  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Share understanding and information	ELPS.2.9-12.1 Practice simple conversations with peers or adults about topics of shared interest adjusting oral language to audience and applying the rules of standard English	NA	NA	Adjust oral language to audience, using short complete sentences, beginning to apply the rules of standard English	Adjust oral language to audience, using complete sentences, appropriately applying the rules of standard English most of the time	Adjust oral language to audience, using complete sentences, appropriately applying the rules of standard English most of the time	OV.1.9.1 OV.1.10.1
	ELPS.2.9-12.2 Prepare and participate in structured class discussions and sharing	NA	Participate in structured class discussions and sharing using single words or phrases	Participate in structured class discussions and sharing using short complete sentences	Prepare and participate in structured class discussions, (e.g. panel discussions, Socratic discussions, mock trials, etc.) using complete sentences most of the time	Prepare and participate in structured discussions, (e.g. panel discussions, Socratic discussions, mock trials, etc.) using complete sentences most of the time	OV.1.9.2 OV.1.10.2 OV.1.11.1 OV.1.12.1

9-12  
Strand: Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPS.2.9-12.3 Use appropriate visual aids in presentations	Use appropriate visual aids in non verbal presentations	Use appropriate visual aids in presentations using single words or phrases	Use appropriate visual aids in presentations using short complete sentences	Use appropriate visual aids in presentations using complete sentences most of the time	Use appropriate visual aids in presentations using complete sentences most of the time	OV.1.9.3 OV.1.10.3O V.1.11.2 OV.1.12.2
Literary response, expression and analysis	ELPS.2.9-12.4 Participate in a variety of speaking activities using academic language	Participate, nonverbally, in a variety of speaking activities using academic language (e.g., scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, comparison of genre across eras)	Participate, using single words, phrases and short lines, in a variety of speaking activities using academic language (e.g., scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, comparison of genre across eras)	Participate, using short complete sentences, in a variety of speaking activities using academic language (e.g., scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, comparison of genre across eras)	Participate, using complete sentences most of the time, in a variety of speaking activities using academic language (e.g., scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, comparison of genre across eras)	Participate, using complete sentences most of the time, in a variety of speaking activities using academic language (e.g., scenes from a play, oral book reports, monologues, memorization of lines, character analysis, literary reviews, excerpts from famous speeches, comparison of genre across eras)	OV.1.9.4 OV.1.10.4 OV.1.11.3 OV.1.12.3
	ELPS.2.9-12.5 Use appropriate language structures	NA	Demonstrate basic understanding of single words or simple phrases using recombination	Demonstrate basic understanding of simple sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	Demonstrate understanding of simple and complex sentences using recombination	
Critical analysis and evaluation							

9-12  
Speaking

Standard 2: Students shall demonstrate effective oral communication skills to express ideas and to present information.

	ELP Student Learning Expectation	Student Proficiency Levels					ELA Framework Connection
		Level 1	Level 2	Level 3	Level 4	Level 5	
Understanding Vocabulary	ELPS.2.9-12.5 Participate in academic discussion using appropriate vocabulary	Identify vocabulary (including idiomatic expressions and figurative language) from content area texts using nonverbal communication with visual support	Identify and name vocabulary (including idiomatic expressions and figurative language) from content area texts with visual support using single words or phrases	Use vocabulary (including idiomatic expressions and figurative language) from content area texts in short complete sentences	Use vocabulary (including idiomatic expressions and figurative language) from content area texts in complete sentences and in appropriate contexts	Use vocabulary (including idiomatic expressions and figurative language) from content area texts in complete sentences and appropriate contexts	
	ELPS.2.9-12.6 Use correct tense in speech	NA	Begin to use correct tense in speech with adverbials and teacher support	Begin to use correct simple tense without adverbials in speech	Begin to use correct tense in speech	Use correct tense in speech	

# **English Language Proficiency Framework for Reading Spring 2006**

## Standard 3: Foundations of Reading

Students shall apply concepts of print, acquire knowledge of spoken words, and understand the relationship of speech to print as they develop a foundation for literacy

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Utilizing concepts about print	ELPR.3.K-2.1 Demonstrate the understanding of the relationship between written and oral language	Demonstrate the understanding of the relationship between written and oral language (i.e., directionality (left to right, return sweep, top to bottom, front to back))	Demonstrate the understanding of the relationship between written and oral language (i.e., left to right, return sweep, top to bottom, front to back; difference between letters, sounds, words and sentences)	Demonstrate The understanding Of the relationship between written and oral Language (i.e., left to right, return sweep, top to bottom, front to back; difference between letters, sounds, words sentences, paragraphs)	Demonstrate The understanding Of the relationship between written and oral Language (i.e., left to right, return sweep, top to bottom, front to back; difference between letters, sounds, words sentences, paragraphs)	Demonstrate The understanding Of the relationship between written and oral Language (i.e., left to right, return sweep, top to bottom, front to back; difference between letters, sounds, words sentences, paragraphs)	R.8.K.1 R.8.K.2 R.8.K.3 R.8.K.4 R.8.1.1 R.8.1.2 R.8.1.3 R.8.1.4
	ELPR.3.K-2.2 Track known print using one-to-one correspondence	Track known print using one-to-one correspondence	Track known print using one-to-one correspondence	Track known print using one-to-one correspondence	Track known print using one-to-one correspondence	Track known print using one-to-one correspondence	R.8.K.5
	ELPR.3.K-2.3 Identify the front cover and back cover of a book	Identify the front cover and back cover of a book	Identify the front cover and back cover of a book	Identify the front cover and back cover of a book	Identify the front cover and back cover of a book	Identify the front cover and back cover of a book	R.8.K.6
	ELPR.3.K-2.4 Recognize that there are correct spellings for words	Recognize that there are correct spellings for words	Recognize that there are correct spellings for words	Recognize that there are correct spellings for words	Recognize that there are correct spellings for words	Recognize that there are correct spellings for words	R.8.1.3
	ELPR.3.K-2.5 Identify the author, title, and the role of the author and illustrator	Identify the author and title of a book and what an author and illustrator do	Identify the author and title of a book and what an author and illustrator do	Identify the author and title of a book and what an author and illustrator do	Identify the author and title of a book and what an author and illustrator do	Identify the author and title of a book and what an author and illustrator do	R.8.K.7 R.8.1.4
Developing phonological awareness	ELPR.3.K-2.6 Identify and produce oral rhymes and blend phonemes fluently	Identify and produce oral rhymes; CVC	Identify and produce oral rhymes; CVC	Identify and produce oral rhymes; Blend phonemes fluently	Identify and produce oral rhymes; Blend phonemes fluently	Identify and produce oral rhymes and blend phonemes fluently	R.8.K.8 R.8.1.5
	ELPR.3.K-2.7 Segment oral language into sentences and words and phonemes fluently	Segment oral language into sentences and words	Segment oral language into sentences and words	Segment oral language into sentences and words and phonemes fluently	Segment oral language into sentences and words and phonemes fluently	Segment oral language into sentences and words and phonemes fluently	R.8.K.9 R.8.1.6

	ELPR.3.K-2.8 Identify and work with syllables, onsets, and rimes in spoken words Delete, isolate, and add phonemes to existing words to create new words	Identify and work with syllables, onsets, rimes in spoken words Delete phonemes to create new words	Identify and work with syllables, onsets, rimes in spoken words Delete and add phonemes to create new words	Identify and work with syllables, onsets, rimes in spoken words Delete, isolate, and add phonemes to existing words to create new words	Identify and work with syllables, onsets, rimes in spoken words Delete, isolate, and add phonemes to existing words to create new words	Identify and work with syllables, onsets, rimes in spoken words Delete, isolate, and add phonemes to existing words to create new words	R.8.K.10
	ELPR.3.K-2.9 Identify like phonemes and categorize like and unlike phonemes in different words ELPR.3.K-2.10 Blend and segment phonemes from one syllable words and substitute one phoneme for another to make new words	Identify like phonemes in different words Blend and separate phonemes orally into one-syllable words	Identify and categorize like phonemes in different words Blend separate phonemes orally into one-syllable words and segment individual phonemes orally in one-syllable words	Identify and categorize like and unlike phonemes in different words Blend separate phonemes orally into one-syllable words and segment individual phonemes orally in one-syllable words and substitute one phoneme for another to make new words	Identify and categorize like and unlike phonemes in different words Blend separate phonemes orally into one-syllable words and segment individual phonemes orally in one-syllable words and substitute one phoneme for another to make new words	Identify and categorize like and unlike phonemes in different words Blend separate phonemes orally into one-syllable words and segment individual phonemes orally in one-syllable words and substitute one phoneme for another to make new words	R.8.K.12 R.8.K.13
							R.8.K.14 R.8.K.15 R.8.1.9
	ELPR.3.K-2.11 Distinguish between letters, words, and sentences to develop awareness of correct spellings of words	Distinguish between letters and words	Distinguish between letters, words and sentences	Distinguish between letters, words, sentences and paragraphs	Distinguish between letters, words sentences and paragraphs	Distinguish between letters, words, sentences and paragraphs to develop awareness of correct spellings of words	R.8.1.1 R.8.1.2 R.8.1.3

K-2

Strand: Reading

Standard 4: Comprehension

Students shall apply a variety of strategies to read and comprehend printed material

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Using prior knowledge to make meaning	ELPR.4.K-2.1 Preview a selection and use the features of the text and visuals to access appropriate prior knowledge to make reasonable predictions and monitor the understanding of text	Preview the selection using pictures to connect to prior knowledge	Preview the selection and use features of the text (e.g., simple key words) and pictures to connect to prior knowledge to make reasonable predictions	Preview the selection and use the features of the text and/ or author and visuals to access appropriate prior knowledge to make reasonable predictions and enhance the understanding of text	Preview the selection and use the features of the text and/ or author and visuals to access appropriate prior knowledge to make reasonable predictions and enhance and monitor the understanding of text	Preview a selection and use the features of the text and visuals to access appropriate prior knowledge to make reasonable predictions and enhance and monitor the understanding of text.	R.9.K.1 R.9.1.1 R.9.2.1
Using connections to make meaning	ELPR.4.K-2.2 Make connections from different parts of the same text, text to text, and text to self during read aloud and independent reading	Follow the text ( i.e., word to word) and make connections using visuals or pictures	Follow the text with minimal comprehension and make few connections from text to self and different parts of the same text	Make connections from different parts of the same text, text to text, and text to self during read aloud and independent reading	Make connections from different parts of the same text, text to text, and text to self during read aloud and independent reading	Make connections from different parts of the same text, text to text, and text to self during read aloud and independent reading	R.9.K.2 R.9.K.3 R.9.1.2 R.9.1.3 R.9.2.2



Using visualization to make meaning	ELPR.4.K-2.3 Illustrate story elements, story descriptions, sequence of events from text read by the teacher and from text read independently	Use pictures or visuals from the book and key vocabulary to illustrate story line and to derive meaning from text	Use pictures and text to illustrate story line and few story elements	Illustrate story elements, story descriptions, sequence of events from text read by the teacher and from text read independently	Illustrate story elements, story descriptions, sequence of events from text read by the teacher and from text read independently	R.9.K.4 R.9.1.4 R.9.2.3
Using questioning and monitoring to make meaning	ELPR.4.K-2.4 Ask, answer, and discuss questions before, during, and after the reading	Looks at text and points to pictures to show minimal comprehension and may respond with action	Point to pictures, shows actions, answer yes/no questions and uses simple phrases and sentences to answer questions	Ask and answer questions before, during, and after the reading, (i.e., who, what, when, where, why, how, what if)	Ask and answer questions before, during, and after the reading (i.e., who, what, when, where, why, how, what if)	R.9.K.5 R.9.1.5 R.9.2.4
Using inferences to make meaning	ELPR.4.K-2.5 Ask and answer questions in response to what is heard or read and locate information within the text to answer literal and inferential questions	Explore text and point to pictures to construct meaning of text and may respond with action	Point to pictures, answer yes/no questions and uses simple sentences to locate information	Ask and answer questions in response to what is heard or read within the text to answer literal questions and to locate information to answer literal questions	Ask and answer questions in response to what is heard or read and locate information within the text to answer literal and inferential questions	R.9.K.6 R.9.1.6 R.9.2.5
	ELPR.4.K-2.6 Ask others questions that seek explanation, elaboration, and justification	Use pictures to interpret text	Use pictures, key words and simple sentences to ask questions	Ask others questions that seek explanation, elaboration, and justification	Ask others questions that seek explanation, elaboration, and justification	R.9.1.7 R.9.2.6

	ELPR.4.K-2.7 Make and explain inferences from text	Explore pictures to construct meaning	Use text and pictures to predict by answering yes/no, actions, simple phrases or sentences	Make predictions about content and repetitive text and draw conclusions from text	Make and explain inferences from text (i.e., making predictions about content and repetitive text; drawing conclusions; reading to confirm or change predictions; making and explaining cause and effect relationships)	Make and explain inferences from text (i.e., making predictions about content and repetitive text; drawing conclusions; reading to confirm or change predictions; making and explaining cause and effect relationships)	R.9.K.7 R.9.K.8 R.9.K.8 R.9.1.9 R.9.2.7 R.9.2.8
Determining importance to make meaning	Retell stories and identify parts of text and story elements	Look at pictures to derive meaning and draw and act out using props	Retell stories answering yes/no or using simple phrases or sentences or act out with props and pictures to create a main idea	Retell stories and events identifying characters, setting, sequence of events, problem, and resolution	Retell stories and identify parts of text (e.g., characters, setting, main ideas, plot, sequence of events, problem, a cause/effect, resolution, supporting details)	Retell stories and identify parts of text and story elements (i.e., characters, setting, main ideas, plot, sequence of events, problem, a cause/effect, resolution, supporting details)	R.9.K.10 R.9.K.11 R.9.K.12 R.9.K.13 R.9.K.14 R.9.1.10 R.9.1.11 R.9.1.12 R.9.1.13 R.9.2.9 R.9.2.10 R.9.2.11 R.9.2.12

Students shall read, examine, and respond to a wide range of texts for a variety of purposes

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Exhibiting behaviors and habits of an active reader	ELPR.5.K-2.1 Read appropriate text daily and explain own writings and drawings	Read appropriate text explain through actions or native language	Read appropriate text and explain own writings and drawings, answers yes/no or using simple sentences and phrases	Read appropriate text and explain own writings and drawings	Read appropriate text and explain own writings and drawings	Read appropriate text and explain own writings and drawings	R.10.K.1 R.10.K.2 R.10.1.1 R.10.K.2
	ELPR.5.K-2.2 Distinguish different forms of text and their function	Explore different kinds of books	Distinguish between story and informational books	Distinguish different forms of text (i.e., story or informational text; fiction or nonfiction)	Distinguish different forms of text (i.e., story or informational text; fiction or nonfiction)	Distinguish different forms of text (i.e., story or informational text; fiction or nonfiction)	R.10.K.3 R.10.1.3 R.10.2.2
	ELPR.5.K-2.3 Read and demonstrate knowledge of the content and theme of the works of a single author	Point out books written by the same author using book covers and pictures and actively participate in a variety of reading experiences (e.g., shared, partner, and choral reading)	Read and demonstrate knowledge of the content of books on the same theme using simple phrases and sentences	Identify the pattern of content to demonstrate knowledge of the works of a single author	Demonstrate knowledge of the content of the works of a single author	Demonstrate knowledge of the content of the works of a single author	R.10.K.4 R.10.1.4 R.10.2.3
	ELPR.5.K-2.4 Participate actively when predictable and patterned selections are read aloud	Participate actively (e.g., join in) when predictable and patterned selections are read aloud	Participate actively (react, join in) when predictable and patterned selections are read aloud and read with others through shared reading	Participate actively (e.g., react, join in, predict, read along) when predictable and patterned selections are read aloud Read and reread with others through shared and partner reading	Participate actively (e.g., react, join in, predict, read along) when predictable and patterned selections are read aloud and Read with others through shared, partner, and choral reading	Participate actively (e.g., react, join in, predict, read along) when predictable and patterned selections are read aloud. Read with others through shared, partner, and choral reading	R.10.K.5 R.10.1.6

Reading a variety of literature for enjoyment and analysis	ELPR.5.K-2.5 Read multiple books in the same genre with different themes by different authors	Point to pictures, act out or draw about books on the same theme	Read multiple books with the same theme by different authors and discuss using simple phrases and sentences	Read multiple books in the same genre with different themes by different authors	Read multiple books in the same genre with different themes by different authors	R.10.1.7 R.10.2.4
	ELPR.5.K-2.6 Respond to a wide variety of texts by contributing to a reading journal/log which demonstrates appropriate comprehension skills	Respond to a variety of books by drawing pictures and explaining through actions or their native language	Respond to a wide variety of texts by contributing to a reading journal or log which demonstrates appropriate comprehension skills	Respond to a wide variety of texts by contributing to a reading journal or log which demonstrates appropriate comprehension skills	Respond to a wide variety of texts by contributing to a reading journal or log which demonstrates appropriate comprehension skills	R.10.K.6 R.10.1.8 R.10.2.5
	ELPR.5.K-2.7 Select appropriate books to read from a variety of sources	Select appropriate books to read from a variety of sources (i.e., classroom, home, school library)	Select appropriate books to read from a variety of sources (i.e., classroom, home, school library)	Select appropriate books to read from a variety of sources (i.e., classroom, home, school library)	Select appropriate books to read from a variety of sources (i.e., classroom, home, school library)	R.10.K.6 R.10.1.8 R.10.2.5

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Reading a variety of literature for enjoyment and analysis	ELPR.5.K-2.8 Select familiar books to read on independent reading level from a variety of authors and sources	Explore at different genres of books with visuals in the classroom, home and library	Select familiar books from a collection of books on independent reading level based on personal interest	Select familiar books to read from a variety of authors and sources, (i.e., classroom, home, school libraries)	Select familiar books to read from a variety of authors and sources (i.e., classroom, home, school libraries)	Select familiar books to read on independent reading level from a variety of authors and sources (i.e., classroom, home, school libraries)	R.10.K.7 R.10.1.9 R.10.2.6
	ELPR.5.K-2.9 Use graphic organizers to make meaning of the reading selection	Use visuals on pictures to make meaning of the reading selection	Use simple graphic organizers to make meaning of the reading selection	Use graphic organizers, (i.e. lists, story frames, T-charts, semantic map, attribute maps, Venn diagrams) to make meaning of the reading selection	Use graphic organizers, (i.e. lists, story frames, T-charts, semantic map, attribute maps, Venn diagrams) to make meaning of the reading selection	Use graphic organizers, (i.e. lists, story frames, T-charts, semantic map, attribute maps, Venn diagrams) to make meaning of the reading selection	R.10.1.10 R.10.2.7
	ELPR.5.K-2.10 Read a variety of informational texts, use headings to locate specific information, and recognize expository text structures which are descriptive	Identify the topics of nonfiction selections read aloud use props to gather information	Read a few simple informational books for specific information	Read a variety of informational texts, use headings to locate specific information, and recognize expository text structures that are descriptive	Read a variety of informational texts, use headings to locate specific information, and recognize expository text structures that are descriptive	Read a variety of informational texts, use headings to locate specific information, and recognize expository text structures that are descriptive	R.10.K.8 R.10.1.11 R.10.2.8 R.10.2.9 R.10.2.10
	ELPR.5.K-2.11 Sequence simple actions to make meaning	Sequence simple illustrations of actions to make meaning	Sequence simple actions to make meaning	Sequence simple actions to make meaning	Sequence simple actions to make meaning	Sequence simple actions to make meaning	R.10.1.12

Reading a variety of poetry for enjoyment and critical analysis	ELPR.5.K-2.12 Read familiar poems, nursery rhymes, and participate in finger plays to explore rhythm and rhyme	Explore words and pictures of simple repetitive texts including poems and nursery rhymes	Read a variety of simple text	Read a variety of simple repetitive texts, including poetry and nursery rhymes	Read a variety of simple repetitive texts, including poetry and nursery rhymes	Read familiar poems, nursery rhymes, and participate in finger plays to explore rhythm and rhyme	R.10.K.9
	ELPR.5.K-2.13 Develop an awareness of a variety of stories, plays, and predictable books	Develop an awareness of stories, plays and predictable books	Read a variety of stories, plays, and predictable books (i.e., fairy tales, folk tales)	Read a variety of stories, plays, and predictable books (i.e., fairy tales, folk tales)	Read a variety of stories, plays, and predictable books (i.e., fairy tales, folk tales)	Read a variety of stories, plays, and predictable books (i.e., fairy tales, folk tales)	R.10.1.13 R.10.2.11
	ELPR.5.K-2.14 Identify and compare the story elements of songs, poems, fairy tales, and folk tales	Participate in songs, reciting poems and listen to stories	Identify and compare the story elements of songs, poems, fairy tales, and folk tales	Identify and compare the story elements of songs, poems, fairy tales, and folk tales	Identify and compare the story elements of songs, poems, fairy tales, and folk tales	Identify and compare the story elements of songs, poems, fairy tales, and folk tales	R.10.K.10 R.10.K.12 R.10.1.14 R.10.2.12
	ELPR.5.K-2.15 Read a variety of poetry	Recognize rhyming and rhythmic patterns in simple poems	Recognize rhyming and rhythmic patterns	Read simple poems (i.e., including couplets, acrostics) for meaning	Read a variety of poetry (i.e., shape poems, familiar poems, nursery rhymes, finger plays, couplets and acrostics, quatrains)	Read a variety of poetry (i.e., shape poems, familiar poems, nursery rhymes, finger plays, couplets and acrostics, quatrains)	R.10.K.13 R.10.K.14 R.10.1.16 R.10.1.17 R.10.2.14 R.10.2.15
	ELPR.5.K-2.16 Analyze poetry to identify the characteristics of simple poems	Listen to a variety of poems and recognize differences in rhythm and rhyme	Develop awareness of different kinds of poems	Analyze poetry to identify the characteristics of simple poems, (i.e., acrostics)	Analyze poetry to identify the characteristics of simple poems, (i.e., acrostics, couplets, quatrains)	Analyze poetry to identify the characteristics of simple poems (i.e., acrostics, couplets, quatrains)	R.10.1.18 R.10.2.16

Reading a variety of practical materials for enjoyment and critical analysis	ELPR.5.K-2.17 Use various forms of environmental print and functional print to accomplish tasks	Identify different kinds of environmental print in a variety of settings (i.e., community, classroom, home)	Use functional print to accomplish tasks (i.e., name cards, labels, lunch menus, labels, signs, calendar, word walls)	Use various forms of environmental print and functional tasks (e.g., lunch menus, learning charts, labels, logos, common signs, announcements, instructions, invitations)	Use various forms of environmental print and functional tasks (e.g., lunch menus, learning charts, labels, logos, common signs, announcements, instructions, invitations)	Use various forms of environmental print and functional tasks (e.g., lunch menus, learning charts, labels, logos, common signs, announcements, instructions, invitations)	R.10.K.15 R.10.K.16 R.10.K.17 R.10.1.19 R.10.2.17 R.10.2.18 R.11.K.13
	ELPR.5.K-2.18 Use a variety of resources to enhance meaning of text	Develop awareness of alphabetical order through the exploration of a variety of resources used to enhance meaning of a text (i.e., visuals, reference materials, table of contents, dictionary, thesaurus, glossary)	Understand the function of a variety of resources to enhance meaning of text (i.e., visuals, reference materials, table of contents, dictionary, thesaurus, glossary)	Use a variety of resources to enhance meaning of text (i.e., visuals, reference materials, table of contents, dictionary, thesaurus, glossary)	Use a variety of resources to enhance meaning of text (i.e., visuals, reference materials, table of contents, dictionary, thesaurus, glossary)	Use a variety of resources to enhance meaning of text (i.e., visuals, reference materials, table of contents, dictionary, thesaurus, glossary)	R.10.1.20 R.10.1.21 R.10.1.22 R.10.2.18 R.10.2.19 R.11.K.9

Making meaning based on word recognition	ELPR.6.K-2.1 Use context clues to predict text	Use visuals to determine meaning of text	Use context clues to determine meaning and predict text (i.e., pictures, repetitive texts) and to make sense of new words	Use context clues to predict text (i.e., pictures, repetitive texts) and to make sense of new words	Use context clues to predict text (i.e., pictures, repetitive texts) and to make sense of new words	R.11.K.1 R.11.1.1 R.11.2.1
	ELPR.6.K-2.2 Determine word meanings by applying knowledge compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns	Listen to different words and their inflections to grasp basic understanding of English	Develop awareness of compound words, regular plurals and common contractions	Determine word meanings by applying knowledge compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns	Determine word meanings by applying knowledge compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns compound words, regular plurals, common contractions, inflectional endings, and singular possessive nouns	R.11.1.2 R.11.2.2
	ELPR.6.K-2.3 Self-monitor reading and self-correct meanings of words through read alouds, discussion, and retelling	Listen to stories read aloud in class and use simple words and phrases to retell stories	Self-monitor reading and self-correct meanings of words through read alouds, discussion, and retelling (i.e., repeated encounters)	Self-monitor reading and self-correct meanings of words through read alouds, discussion, and retelling (i.e., repeated encounters)	Self-monitor reading and self-correct meanings of words through read alouds, discussion, and retelling (i.e., repeated encounters)	R.11.K.2 R.11.K.16 R.11.1.3 R.11.1.12 R.11.2.3 R.11.2.10



Spelling-sound word recognition (phonics)	ELPR.6.K-2.4 Decode words using, blends, digraphs, common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text	Identify upper-case and lower-case letters fluently, use letter-sound matches to decode simple words known to the reader, and use picture clues to cross check for word meaning	Decode single syllable words using initial and final consonants, short vowel patterns, onsets and rimes, blends and digraphs in continuous text	Decode words using, blends, digraphs, common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text	Decode words using, blends, digraphs, common long vowel patterns, diphthongs, r-controlled vowel patterns, prefixes, suffixes, and root words in continuous text	R.11.K.3 R.11.K.4 R.11.K.5 R.11.K.6 R.11.K.7 R.11.K.4 R.11.1.5 R.11.2.4 R.11.2.4
Sight word recognition	ELPR.6.K-2.5 Self-monitor reading Read approximately 500 high frequency words fluently during reading	Read a few simple words and begin to recognize high frequency words during reading	Recognize approximately 25 high frequency words with beginning fluency during reading	Read fluently approximately 50-100 simple and high frequency words with intermediate fluency during reading	Read fluently approximately 150-250 high frequency words encountered with advanced fluency during reading	R.11.K.8 R.11.1.6 R.11.2.5
Word study and vocabulary	ELPR.6.K-2.6 Sort and classify words by function or concept	Sort and classify pictures or objects by concepts or function	Sort simple words by function	Sort nouns by features, function, and categories	Sort and classify words by function or concept	R.11.K.10 R.11.1.7 R.11.2.6
	ELPR.6.K-2.7 Discuss and learn the meaning of new words encountered in assisted and independent reading	Identify new words encountered in basic level books	Discuss the meaning of new simple words encountered in basic level books	Discuss the meaning of new words encountered in independent and assisted reading	Discuss the meaning of new words encountered in independent and assisted reading	R.11.1.8 R.11.2.7
	ELPR.6.K-2.8 Experiment with language	Experiment with language (i.e., word families, rhyming words)	Experiment with language (i.e., word families, rhyming words, riddles, nonsense words)	Experiment with language (i.e., word families, rhyming words, riddles, nonsense words)	Experiment with language (i.e., word families, rhyming words, riddles, nonsense words)	R.11.K.12 R.11.1.9 R.11.2.8

Accuracy of reading	ELPR.6.K-2.8 Read grade level texts with accuracy of 90% or above	Explore words and pictures to construct meaning of text	Read grade level text at 25% or above	Read grade level text at 50% or above	Read grade level texts with accuracy of 90% or above	R.11.K.14 R.11.1.10 R.11.2.9
	ELPR.6.K-2.8 Demonstrate fluency of letter sounds and phonic patterns during reading	Develop basic phonemic awareness and letter-sound correspondence	Demonstrate increasing fluency of basic letter sounds and phonic patterns	Demonstrate fluency of basic letter sounds and phonic patterns	Demonstrate fluency of letter sounds and phonic patterns during reading	R.11.K.15 R.11.1.11

Students shall apply a variety of strategies to read and comprehend printed material

	Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Using prior knowledge to make meaning	ELPR.4.3-5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Activate prior knowledge before read alouds and assisted reading using visuals aids	Activate prior knowledge by previewing and using basic text structure	Organize prior knowledge and new information to make meaning of appropriate level text using graphic organizers and visuals	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.3.1 R.9.4.1 R.9.5.1 R.10.3.10
Using connections with text to make meaning	ELPR.4.3-5.2 Describe the interrelationships between text, oneself, the world, and other content areas	Create visual presentations based on the information from simple text	Make basic connections from text to oneself and the world during reading through mental pictures and visual representations	Make connections that demonstrate a deeper understanding of text related to oneself, text, and the world	Describe the interrelationships between text, oneself, the world, and other content areas	Describe the interrelationships between text, oneself, the world, and other content areas	R.9.3.3 R.9.4.2 R.9.3.4 R.9.4.3 R.9.5.2

Students shall apply a variety of strategies to read and comprehend printed material

	Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Using connections with text to make meaning	ELPR.4.3-5.3 Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	Ask questions that reflect active engagement in the text during read alouds and assisted reading using visuals, props, and simple phrases and sentences	Use additional resources to support answers to questions formulated before, during, and after reading	Ask questions related to the author's purpose and topic of the text and check the appropriate level text for answers	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	Ask questions and support answers by connecting prior knowledge with literal and inferential information found in the text	R.9.3.5 R.9.3.6 R.9.3.7 R.9.4.5 R.9.4.6 R.9.5.3 R.9.5.4 R.9.5.5
Using inferences to make meaning	ELPR.4.3-5.4 Infer the purpose of the text and describe how the author's purpose determines the choice of language and information in a text	Connect own background knowledge and personal experience to text with assistance	Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text	Infer the purpose of the text and describe how the author's purpose determines the choice of language and information in a text	Infer the purpose of the text and describe how the author's purpose determines the choice of language and information in a text	Infer the purpose of the text and describe how the author's purpose determines the choice of language and information in a text	R.9.3.8 R.9.4.7 R.9.4.8 R.9.5.6
	ELPR.4.3-5.5 Draw inferences, conclusions or generalizations, and support them with text evidence, context clues and/or personal experiences	Use context clues to expand understanding of content knowledge in familiar texts with assistance from the teacher or peers	Make inferences supported by a character's thoughts, words and actions, or the narrator's description in read alouds and assisted reading	Make inferences supported by a character's thoughts, words and actions, or the narrator's description	Draw inferences, conclusions or generalizations, and support them with text evidence, context clues, and/or personal experiences	Draw inferences, conclusions or generalizations, and support them with text evidence, context clues and/or personal experiences	R.9.3.9 R.9.4.9 R.9.5.7
Summarizing and synthesizing for	ELPR.4.3-5.6 Analyze literary elements of character, plot, and setting	Identify relevant information from simple text using visuals, props, or actions	Organize information and events logically using visuals, props, or actions	Sort relevant and irrelevant information based on the purpose of reading	Analyze literary elements of character, plot, and setting	Analyze literary elements of character, plot, and setting	R.9.3.10 R.9.4.10 R.9.5.8

ELPR.4.3-5.7 Summarize content of selection of fiction and nonfiction using a variety of strategies	Use the text features to locate and recall information, with emphasis on fonts, text effects, illustrations, and photographs	Summarize content of selection through pictures, simple phrases, and sentences	Compare and contrast the actions, motives, and appearance of characters in a work of fiction and discuss the importance of the contrasts to the plot	Summarize content of selection of fiction and nonfiction using a variety of strategies (i.e., graphic organizers, compare and contrast, infer, summarize, analysis of text features and text structures)	Summarize content of selection of fiction and nonfiction using a variety of strategies (i.e., graphic organizers, compare and contrast, infer, summarize, analysis of text features and text structures)	R.9.3.12 R.9.3.13 R.9.4.12 R.9.5.9 R.9.5.10 R.9.5.11 R.9.5.12 R.9.5.13 R.9.5.14 R.9.5.15 R.9.5.16 R.9.5.17 R.9.5.18 R.9.5.19 R.9.5.20 R.9.5.21
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Students shall read, examine, and respond to a wide range of texts for a variety of purposes

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Exhibit behaviors and habits of an active reader	ELPR.5.3-5.1 Read age-appropriate texts for a substantial amount of time daily	Read age-appropriate texts for a substantial amount of time daily (i.e., assigned and self-selected materials at independent and instructional levels)	Read age-appropriate texts for a substantial amount of time daily (i.e., assigned and self-selected materials at independent and instructional levels)	Read age-appropriate texts for a substantial amount of time daily (i.e., assigned and self-selected materials at independent and instructional levels)	Read age-appropriate texts for a substantial amount of time daily (i.e., assigned and self-selected materials at independent and instructional levels)	Read age-appropriate texts for a substantial amount of time daily (i.e., assigned and self-selected materials at independent and instructional levels)	R.9.3.11 R.9.4.11 R.10.3.1 R.10.4.1 R.10.5.1
	ELPR.5.3-5.2 Analyze and compare the distinguishing features of nonfiction and fiction	Demonstrate knowledge of the content, style, and theme of the works of a single author using visuals, props, and actions	Demonstrate knowledge of the content, style, and theme of the works of a single author	Demonstrate knowledge of the content, style, and theme of the works of multiple authors	Analyze and compare the distinguishing features of nonfiction and fiction (i.e., content, style, theme)	Analyze and compare the distinguishing features of nonfiction and fiction (i.e., content, style, theme)	R.10.3.2 R.10.3.3 R.10.4.2 R.10.4.3 R.10.5.2 R.10.5.3
	ELPR.5.3-5.3 Respond to a wide variety of texts by contributing to a reading journal to demonstrate appropriate comprehension skills	Read a variety of informational text (i.e., textbooks, newspapers, magazines, other instructional materials with visuals) to compile information from texts in a reading log, journal, or interest list	Respond to a variety of text by contributing to a reading journal using pictures and simple phrases and sentences	Respond to a wide variety of texts by contributing to a reading journal to demonstrate appropriate comprehension skills (i.e., pictures, written responses, reading log, journal, interest list, reading goals)	Respond to a wide variety of texts by contributing to a reading journal to demonstrate appropriate comprehension skills (i.e., pictures, written responses, reading log, journal, interest list, reading goals)	Respond to a wide variety of texts by contributing to a reading journal to demonstrate appropriate comprehension skills (i.e., pictures, written responses, reading log, journal, interest list, reading goals)	R.10.3.4 R.10.4.4 R.10.5.4

	ELPR.5.3-5.4 Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts	Self-select materials on independent reading level based on personal interest, knowledge of authors, different types of texts	Self-select materials on independent reading level based on personal interest, knowledge of authors, and different types of texts	Self-select materials on independent reading level based on personal interest, knowledge of authors, and different types of texts	R.10.3.5 R.10.4.5
Read a variety of literature for enjoyment and critical analysis	ELPR.5.3-5.5 Use graphic organizers to make meaning of the reading selection	Use graphic organizers (e.g., picture webs) to make meaning of the reading selection with assistance	Use graphic organizers (e.g., word webs) to make meaning of the reading selection	Use graphic organizers (e.g., main idea/detail maps, outlines) to make meaning of the reading selection	Use graphic organizers (e.g., word webs, K-W-H-L charts, outlines) to make meaning of the reading selection	Use graphic organizers (e.g., word webs, K-W-H-L charts, outlines) to make meaning of the reading selection	R.10.3.6 R.10.4.6
	ELPR.5.3-5.6 Locate information to support opinions, predictions, and conclusions	Identify the appropriate areas of the library/media center to select familiar reading materials with assistance	Scan materials to develop a general overview	Evaluate texts for appropriateness to reading tasks	Identify cause/effect and problem/solution relationships	Locate information to support opinions, predictions, and conclusions	R.10.3.7 R.10.4.7 R.10.5.5 R.10.5.7 R.10.5.8
	ELPR.5.3-5.7 Read and comprehend a variety of literature	Read a variety of informational texts with sequential format presented in visual form	Read a variety of poetry, with emphasis on rhymed and patterned	Read a variety of historical fiction, biography, and realistic fiction	Read and comprehend a variety of literature (i.e., informational texts, prose, poetry, historical fiction, biography, realistic fiction)	Read and comprehend a variety of literature (i.e., informational texts, prose, poetry, historical fiction, biography, realistic fiction)	R.10.3.8 R.10.4.8 R.10.5.10 R.10.5.11
	ELPR.5.3-5.8 Describe the characteristic structure of expository text	Identify the characteristics of expository text using visuals, props, or actions	Recognize expository text structures that are sequential presented using visuals, props, or actions	Describe the characteristic structure of expository text	Describe the characteristic structure of expository text	Describe the characteristic structure of expository text	R.10.3.9 R.10.4.9 R.10.5.12 R.10.3.10

Read a variety of literature for enjoyment and critical analysis	ELPR.5.3-5.9 Identify the characteristic structure of rhymed and patterned poetry in read alouds, choral reading, assisted reading, and independent reading	Identify the characteristic structure of rhymed and patterned poetry in read alouds, choral reading, and assisted reading	Identify the characteristic structure of rhymed and patterned poetry in read alouds, choral reading, and assisted reading	Identify the characteristic structure of rhymed and patterned poetry in read alouds, choral reading, and assisted reading	Identify the characteristic structure of rhymed and patterned poetry in read alouds, choral reading, assisted reading, and independent reading	R.10.5.12
	ELPR.5.3-5.10 Read a variety of literature and identify elements	Read variety of familiar stories in simple language with assistance	Read variety of familiar stories in simple language and identify story elements	Read a variety of literature (i.e., tall tales, fables, mysteries, realistic fiction) and identify elements	Read a variety of literature (i.e., tall tales, fables, mysteries, realistic fiction) and identify elements	R.10.3.11 R.10.4.11 R.10.3.12 R.10.4.12
	ELPR.5.3-5.11 Read critically from two or more sources and use graphic organizers to analyze and compare information from functional and practical text to accomplish a task	Read functional and practical texts (e.g., catalogs, schedules, diagrams, menus, recipes, maps, brochures, newspaper, and magazine articles) with visual information to accomplish a task	Read functional and practical texts and use graphic organizers to analyze information from functional texts to accomplish a task	Read critically from two or more sources and use graphic organizers to analyze and compare information from functional and practical text to accomplish a task	Read critically from two or more sources and use graphic organizers to analyze and compare information from functional and practical text to accomplish a task	R.10.4.10 R.10.5.13 R.10.5.14 R.10.3.18 R.10.4.18 R.10.3.19 R.10.4.19
	ELPR.5.3-5.12 Identify language and literary devices in read alouds, choral reading, assisted reading, and independent reading	Listen to a variety of literature to identify the characteristics of language and literary devices (e.g., mood, tone) with assistance	Listen to a variety of literature to identify the characteristics of language and literary devices (e.g., mood, tone) with assistance	Listen to a variety of literature to identify the characteristics of language and literary devices (e.g., mood, tone) with assistance	Identify language and literary devices (e.g., mood, tone) in read alouds, choral reading, assisted reading, and independent reading	R.10.3.14 R.10.4.14



	ELPR.5.3-5.13 Read, discuss, and analyze a variety of poetry	Listen to a variety of poetry (i.e., diamantes, cinquains, free verse, limericks)	Listen to a variety of poetry (i.e., diamantes, cinquains, free verse, limericks) and identify structural characteristics	Read and discuss a variety of poetry and analyze structured characteristics of diamantes, cinquains, free verse, and limericks	Read and discuss a variety of poetry and identify structured characteristics of diamantes, cinquains, free verse, and limericks	R.10.3.15 R.10.4.15 R.10.3.16 R.10.4.16
	ELPR.5.3-5.14 Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	Use visual reference materials to enhance reading	Use bilingual reference materials to enhance reading	Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	Use a dictionary, index, thesaurus, encyclopedia, and online reference materials to enhance reading	R.10.3.20

3-5

Strand: Reading

Standard 6: Vocabulary, word study, and fluency

Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Making meaning based on word recognition	ELPR.6.3-5.1 Use context clues to determine the precise meaning of new words	Use pictures and visuals to determine the precise meaning of new words	Use context clues to determine the precise meaning of basic words	Use context clues to determine the precise meaning of new words	Use context clues to determine the precise meaning of new words	Use context clues to determine the precise meaning of new words	R.11.3.1 R.11.4.1 R.11.5.1
	ELPR.6.3-5.2 Use knowledge of plural possessive nouns and irregular verbs to read with meaning	Recognize differences in regular and irregular verbs, nouns, and plurals to read with meaning with assistance	Use of knowledge of few plural possessive nouns and irregular verbs to read with meaning	Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes to read with meaning	Use knowledge of irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes to read with meaning	Use knowledge of plural possessive nouns and irregular verbs to read with meaning (i.e., irregular plurals, verb tenses, homonyms, homographs, homophones, prefixes, and suffixes)	R.11.3.2 R.11.4.2

Sight word recognition	ELPR.6.3-5.3 Develop and maintain an adequate body of sight words	Match a pronoun and its referent through pictures and cognates through written language	Recognize and use transition words	Explain few words with multiple meanings in appropriate context	Develop and maintain an adequate body of sight words (i.e., pronouns, cognates, transition words)	Develop and maintain an adequate body of sight words (i.e., pronouns, cognates, transition words)	R.11.5.2 R.11.3.3 R.11.3.4 R.11.4.3 R.11.4.4 R.11.3.5 R.11.3.8 R.11.4.8 R.11.5.3 R.11.5.6 R.11.5.7 R.11.5.11
	ELPR.6.3-5.4 Use knowledge of root words and affixes and word relationships to determine meaning	Decode words using variant vowel patterns (i.e., onset and rime, word families) with assistance	Refine strategies to decode multi-syllabic words	Use knowledge of root words and affixes and word relationships to determine meaning	Use knowledge of root words and affixes and word relationships to determine meaning	Use knowledge of root words and affixes and word relationships to determine meaning	R.11.3.6 R.11.4.5 R.11.5.4 R.11.5.9
Word study and vocabulary	ELPR.6.3-5.5 Use context to determine meaning of multiple meaning words	Use visuals in context to determine multiple meaning of words	Use context to determine meaning of multiple meaning words	Use context to determine meaning of multiple meaning words	Use context to determine meaning of multiple meaning words	Use context to determine meaning of multiple meaning words	R.11.3.7 R.11.4.6 R.11.5.5 R.11.5.10
	ELPR.6.3-5.6 Use word-reference materials to categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	Use bilingual dictionary to make meaning of daily words	Use bilingual dictionary and glossary to make meaning of unknown words	Use word-reference materials (i.e., glossary, dictionary, thesaurus) to categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	Use word-reference materials (i.e., glossary, dictionary, thesaurus) to categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	Use word-reference materials (i.e., glossary, dictionary, thesaurus) to categorize words as nouns, action verbs, synonyms, and antonyms during discussions about words	R.11.3.9 R.11.4.9 R.11.4.10
Accuracy of reading	ELPR.6.3-5.7 Read grade level text orally with accuracy and expression	Listen to grade level text read orally	Read grade level text with accuracy of 10% or above	Read grade level text with accuracy of 30% or above	Read grade level text with accuracy of 50% or above	Read grade level texts with accuracy of 90% or above	R.11.4.11 R.11.3.10 R.11.5.12 R.11.5.13

Students shall apply a variety of strategies to read and comprehend printed material

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Prior knowledge	ELPR.4.6-8.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing of visuals to activate prior knowledge	Use previewing, activating prior knowledge, and predicting in single words and phrases	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.6.1 R.9.7.1 R.9.8.1
Making connections	ELPR.4.6-8.2 Analyze the interrelationships of text and world issues and events by applying connection strategies	Make connections to text using visuals and teacher support	Understand connections within text using elements of the text	Infer interrelationships of texts and world issues and events using main ideas and key concepts	Analyze the interrelationships of text and world issues and events by applying connection strategies	Analyze the interrelationships of text and world issues and events by applying connection strategies	R.9.6.2 R.9.7.2 R.9.8.2
Using questions and monitoring	ELPR.4.6-8.3 Connect, compare, and contrast ideas, themes, and issues across texts	Connect ideas and key concepts across texts using visuals	Connect and compare ideas and key concepts across texts using visuals and teacher support	Connect, compare, and contrast ideas and key concepts across texts	Connect, compare, and contrast ideas, themes, and issues across texts	Connect, compare, and contrast ideas, themes, and issues across texts	R.9.8.3
	ELPR.4.6-8.4 Generate and revise questions to establish purposes for reading, prioritize, and defend questions	Observe class formation of questions to establish purpose for reading	Observe and simulate questions to establish purpose for reading	Generate simple questions to establish purpose for reading	Generate and revise questions to establish purposes for reading	Generate and revise questions to establish purposes for reading, prioritize, and defend questions	R.9.6.3 R.9.7.3 R.9.8.4
	ELPR.4.6-8.5 Generate and revise questions relevant to text and topics	Observe class formation of questions relevant to texts and topics	Observe and simulate questions relevant to text and topics	Generate simple questions relevant to text and topics	Generate and revise questions relevant to text and topics	Generate and revise questions relevant to text and topics	R.9.6.4

	ELPR.4.6-8.6 Generate, revise, and prioritize questions related to universal themes to interpret meaning	Observe class formation of questions related to universal themes to interpret meaning	Observe and simulate questions related to universal themes to interpret meaning	Generate simple questions related to universal themes to interpret meaning	Generate and prioritize questions related to universal themes to interpret meaning	Generate, revise, and prioritize questions related to universal themes to interpret meaning	R.9.7.4 R.9.8.5
	ELPR.4.6-8.7 Self-monitor questions comprehension in relation to questions generated	Observe modeling of comprehension responses in relation to simple questions generated	Peer-monitor comprehension in relation to simple questions generated	Peer-monitor comprehension in relation to questions generated	Self-monitor comprehension in relation to questions generated	Self-monitor comprehension in relation to questions generated	R.9.6.5
	ELPR.4.6-8.8 Self-monitor reading strategies using resources and questions, and modify questions to aid comprehension	Observe modeling of reading strategies, (i.e., rereading) using resources and questions, and modify questions to aid comprehension	Peer-monitor reading strategies (i.e., rereading) using resources and questions, and modify questions to aid comprehension	Peer-monitor reading strategies, including rereading, using resources and questions, and modify questions to aid comprehension	Self-monitor reading strategies (i.e., rereading) using resources and questions, and modify questions to aid comprehension	Self-monitor reading strategies (i.e., rereading) using resources and questions, and modify questions to aid comprehension	R.9.7.5 R.9.8.6
Making connections	ELPR.4.6-8.9 Connect prior knowledge to make inferences and to respond to information presented in text	Connect prior knowledge to respond to information presented in text with visual assistance	Connect prior knowledge to make inferences and to respond in simple language to information presented in text	Connect prior knowledge to make inferences and to respond to information presented in text	Connect prior knowledge to make inferences and to respond to information presented in text	Connect prior knowledge to make inferences and to respond to information presented in text	R.9.6.6 R.9.7.6 R.9.7.8
Using inferences and interpretations	ELPR.4.6-8.10 Make inferences and draw conclusions about characters' traits and actions based on plot, impact on theme, setting, motives, and responses to other characters	Draw conclusions about characters' traits and actions based on setting using visual assistance	Make inferences about characters' traits and actions based on plot and setting	Make inferences and draw conclusions about characters' traits and actions based on plot, impact on plot development, and setting	Make inferences and draw conclusions about characters' traits and actions based on plot, impact on plot development, setting, motives, and responses to other characters	Make inferences and draw conclusions about characters' traits and actions based on plot, impact on plot development, theme, setting, motives, and responses to other characters	R.9.6.7 R.9.7.7 R.9.8.8
	ELPR.4.6-8.11 Infer mood and theme of text	Develop vocabulary to infer mood	Use vocabulary to infer mood	Infer mood of text	Infer mood of text	Infer mood and theme of text	R.9.7.8 R.9.8.9

Using inferences and interpretations	ELPR.4.6-8.12 Use literary elements and historical context to infer author's intent	Acquire vocabulary for understanding literary elements	Identify literary elements	Identify literary elements and historical context	Use literary elements and historical context to infer author's intent	R.9.8.10
	ELPR.4.6-8.13 Analyze literary elements of character, plot/development, and setting	Acquire vocabulary of character, plot and setting	Identify literary elements of character, plot, and setting	Analyze literary elements of fiction with emphasis on plot development and conflict resolution	Analyze literary elements of character, plot/development, and setting	R.9.6.8 R.9.7.9 R.9.8.11
	ELPR.4.6-8.14 Compare the actions, motives, and appearance of characters in a work of fiction	Explore the actions and motives of characters in an illustrated or adapted work of fiction	Identify and use vocabulary to identify actions and motives of characters in a work of fiction	Compare the actions, motives, and appearances of characters in a work of fiction	Compare the actions, motives, and appearance of characters in a work of fiction	R.9.6.9
	ELPR.4.6-8.15 Compare and contrast points of view and explain the effect on the overall theme of a literary work	Demonstrate understanding of authors' points of view using visual aids	Identify the vocabulary of points of view in adapted literary words	Identify, compare, and contrast points of view and explain the effect on the overall theme of a literary work	Compare and contrast points of view (e.g., first person, limited, and omniscient third person) and explain the effect on the overall theme of a literary work	R.9.7.10 R.9.8.12
	ELPR.4.6-8.16 Evaluate the accuracy and appropriateness of facts and inferences supported by evidence and opinions in text	Use visual aids and actions to identify facts in an illustrated story with adapted text	Identify facts supported by evidence in text	Identify inferences supported by evidence and opinions in text	Evaluate the accuracy and appropriateness of facts and inferences supported by evidence and opinions in text	R.9.6.10 R.9.7.18 R.9.8.21
	ELPR.4.6-8.17 Distinguish between stated fact and opinion in text	Communicate understanding of the difference between fact and opinion using visuals, props, and actions	Apply acquired vocabulary to identify stated fact and opinion in text	Identify stated fact and opinion in text	Distinguish between stated fact and opinion in text	R.9.7.11 R.9.8.13

Determining importance	ELPR.4.6-8.18 Use text information and background knowledge to draw conclusions and to make inferences	Use prior knowledge to understand text information using visuals and actions	Use prior knowledge and text information to draw conclusions	Use prior knowledge and text information to make inferences	Use text information and background knowledge to draw conclusions and to make inferences	R.9.6.11
	ELPR.4.6-8.19 Classify and organize information from more than one text, based on purpose and/or level of importance	Classify information from text using visuals with assistance	Apply acquired vocabulary to classify and organize information from text based on purpose or level of importance of information	Classify and organize information from various texts, and/or level of importance	Classify and organize information from more than one text, based on purpose and/or level of importance	R.9.8.14
	ELPR.4.6-8.20 Identify main ideas and supporting evidence in short reading passages	Recognize, decode, and pronounce key words in short passages from stories and novels with teacher support	Identify, decode, and pronounce key words in short passages from stories and novels	Identify main ideas and supporting evidence in short reading passages	Identify main ideas and supporting evidence in short reading passages	R.9.6.12 R.9.7.12 R.9.8.15
	ELPR.4.6-8.21 Identify and use text features, cue words, and key phrases with an emphasis on text organizers and graphics	Identify text features and cue words with visual assistance and teacher support	Identify and use text features, cue words, and key phrases with an emphasis on text organizers and graphics with teacher support	Identify and use text features, cue words, and key phrases with an emphasis on text organizers and graphics	Identify and use text features, cue words, and key phrases with an emphasis on text organizers and graphics	R.9.6.13 R.9.7.13 R.9.8.16
	ELPR.4.6-8.22 Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect, compare/contrast, and problem/solution	Identify various text structures using visuals and graphics with teacher support, with emphasis on cause/effect, compare/contrast, and problem/solution	Identify and use various text structures using visuals and graphics with teacher support with emphasis on cause/effect, compare/contrast, and problem/solution	Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect, compare/contrast, and problem/solution	Use knowledge of text structure(s) to enhance understanding with emphasis on cause/effect, compare/contrast, and problem/solution	R.9.6.14 R.9.7.14 R.9.8.17

Summarizing and synthesizing	ELPR.4.6-8.23 Classify and organize text information by determining subtopics of information using organizers	Classify and organize text information using graphic organizers with teacher support	Classify and organize text information by determining subtopics of information using teacher support	Classify and organize text information by determining subtopics of information using organizers	Classify and organize text information by determining subtopics of information using organizers	R.9.6.15 R.9.7.15 R.9.8.18
	ELPR.4.6-8.24 Use study strategies to determine general overview of text	Locate key words and phrases used in skimming and scanning strategies to develop a general overview, note-taking, questioning as study strategies with teacher support	Locate key words and phrases to develop a general overview of text using study strategies (i.e., skimming and scanning, note-taking, outlining, and questioning)	Locate key words and phrases to develop a general overview of text using study strategies (i.e., skimming and scanning, note-taking, outlining, and questioning)	Locate key words and phrases to develop a general overview of text using study strategies (i.e., skimming and scanning, note-taking, outlining, and questioning)	R.9.6.16 R.9.7.16 R.9.8.19
	ELPR.4.6-8.25 Synthesize information from multiple texts and provide evidence to support	Locate key words and short phrases to summarize content of text with visual assistance and teacher support	Locate key words and short phrases to summarize content of text with teacher support	Summarize the content of a text using graphic organizers	Synthesize information from multiple texts and provide evidence to support using graphic organizers	R.9.6.18 R.9.7.17 R.9.8.20
Evaluating	ELPR.4.6-8.26 Identify and sequence events in a text (e.g., cause/effect, motivation, plot analysis, theme)	Sequence events in a text using visuals and teacher support	Identify and sequence events in a text using graphic organizers (e.g., cause/effect, motivation, point of view, plot analysis)	Identify and sequence events in a text (e.g., cause/effect, motivation, plot analysis, theme)	Identify and sequence events in a text (e.g., cause/effect, motivation, plot analysis, theme)	R.9.6.19 R.9.8.21
	ELPR.4.6-8.27 Evaluate personal, social, and political issues as presented in text	Identify personal, social, and political issues with teacher support	Identify personal, social, and political issues presented in text with teacher support	Determine the impact of personal, social, and political issues presented in text	Evaluate personal, social, and political issues presented in text	R.9.6.20 R.9.7.19 R.9.8.22

	Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Exhibiting behaviors and habits of an active reader	ELPR.5.6-8.1 Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Identify environmental print, personal communications, visually supported print with teacher/peer assistance	Respond daily to environmental print, personal communications, visually supported print with teacher/peer assistance	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	Read for a substantial amount of time daily, including assigned and self-selected materials at independent and instructional levels	R.10.6.1 R.10.7.1 R.10.8.1
	ELPR.5.6-8.2 Read texts that reflect contributions of different cultural groups	Identify the contributions of different cultural groups with teacher/peer assistance	Review texts that reflect contributions of different cultural groups with teacher support	Read texts that reflect contributions of different cultural groups	Read texts that reflect contributions of different cultural groups	Read texts that reflect contributions of different cultural groups	
	ELPR.5.6-8.3 Vary reading strategies according to text and purpose	Identify various reading strategies using prior knowledge and teacher support	Determine appropriate strategies according to text and purpose using prior knowledge and teacher support	Vary reading strategies according to text and purpose	Vary reading strategies according to text and purpose	Vary reading strategies according to text and purpose	
Reading a variety of informational materials for enjoyment, critical analysis, and evaluation	ELPR.5.6-8.4 Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Identify characteristics of informational text, including textbooks, newspapers, magazines, and other instructional materials using prior knowledge and teacher/peer assistance	Review a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Compare/contrast information from multiple sources, including textbooks, newspapers, magazines, and other instructional materials with teacher/peer assistance	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials	R.10.6.4 R.10.6.5



	ELPR.5.6-8.5 Examine the author's credibility, word choice, text/language structure, and viewpoint to evaluate message	Identify key words and phrases that convey an author's viewpoint using prior knowledge and teacher support	Review texts that express a variety of authors' viewpoints with teacher support	Read texts that convey an author's viewpoint through word choice and language structure	Examine the author's credibility, word choice, text/language structure, and viewpoint to evaluate message	R.10.7.4 R.10.8.4
	ELPR.5.6-8.6 Organize and synthesize informational sources appropriate for a given purpose, including written and oral presentations	Select informational sources appropriate for a given purpose	Organize and synthesize information appropriate for a given purpose, including written and oral presentation	Organize and synthesize information for a given purpose, including written and oral presentations	Organize and synthesize informational sources appropriate for a given purpose, including written and oral presentations	R.10.6.7 R.10.6.8 R.10.7.6

Students shall read, examine, and respond to a wide range of texts for a variety of purposes

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Reading a variety of literature for enjoyment, critical analysis, and evaluation	ELPR.5.6-8.7 Read a variety of literature, including non-fiction and fiction	Identify the characteristics of a variety of non-fiction and fiction (i.e., historical fiction, autobiography, and realistic fiction, short stories, science fiction, legends, and myths, essays and plays)	Compare and contrast different genres of literature (i.e., historical fiction, autobiography, and realistic fiction, short stories, science fiction, legends, and myths, essays and plays)	Read a variety of non-fiction and fiction (i.e., historical fiction, autobiography, and realistic fiction, short stories, science fiction, legends, and myths, essays and plays)	Read a variety of non-fiction and fiction (i.e., historical fiction, autobiography, and realistic fiction, short stories, science fiction, legends, and myths, essays and plays)	Read a variety of non-fiction and fiction (i.e., historical fiction, autobiography, and realistic fiction, short stories, science fiction, legends, and myths, essays and plays)	R.10.6.10 R.10.7.7 R.10.8.6 R.10.6.11 R.10.7.8 R.10.8.10
	ELPR.5.6-8.8 Read and use functional/practical texts	Identify characteristics of functional/practical texts (i.e., advertisements, slogans, brochures, timelines, forms, reports, cover letters, letterheads, business letters, memos, job applications, and career guides) with teacher support	Compare and contrast functional/practical texts (i.e., advertisements, slogans, brochures, timelines, forms, reports, cover letters, letterheads, business letters, memos, job applications, and career guides)	Read and use functional/practical texts (i.e., advertisements, slogans, brochures, timelines, forms, reports, cover letters, letterheads, business letters, memos, job applications, and career guides)	Read and use functional/practical texts (i.e., advertisements, slogans, brochures, timelines, forms, reports, cover letters, letterheads, business letters, memos, job applications, and career guides)	Read and use functional/practical texts (i.e., advertisements, slogans, brochures, timelines, forms, reports, cover letters, letterheads, business letters, memos, job applications, and career guides)	R.10.6.13 R.10.7.11 R.10.8.12
	ELPR.5.6-8.9 Analyze newspaper articles and editorials for bias and propaganda	Interpret message through pictures, images, and photographs	Analyze selections through text, images, and photographs for a given purpose with teacher support	Analyze selections through text, images, and photographs for a given purpose	Analyze advertisements for bias and propaganda	Analyze newspaper articles and editorials for bias and propaganda	R.10.6.14 R.10.6.15 R.10.7.12 R.10.8.13

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Word Recognition	ELPR.6.6-8.1 Decode words for comprehension, recognize sight words, and develop academic vocabulary	Read sight words as a class with teacher support	Decode words to focus on comprehension as a class with teacher support	Continue to develop sight words and to add content words to sight vocabulary with some teacher support	Decode words for comprehension, recognize sight words, and develop academic vocabulary	Decode words for comprehension, recognize sight words, and develop academic vocabulary	R.11.6.1 R.11.7.1 R.11.8.1 R.11.6.2 R.11.7.2 R.11.8.2 R.11.6.3 R.11.7.3 R.11.8.3
Word Study & Vocabulary	ELPR.6.6-8.2 Use knowledge of root words, affixes, word relationships, and context to determine meaning	Recognize word parts with teacher support as a class	Recognize words with multiple meanings in short phrases with teacher support	Use knowledge of root words and affixes and word relationships to determine meaning with some teacher support	Identify and explain similes, metaphors, personification, hyperboles and analogies to infer the literal and figurative meanings of phrases with teacher support as needed - Identify how	Use knowledge of root words, affixes, word relationships, and context to determine meaning	R.11.6.4 R.11.7.4 R.11.8.4 R.11.6.5 R.11.7.5 R.11.8.5 R.11.6.6 R.11.7.6 R.11.8.6 R.11.6.7 R.11.7.7 R.11.8.7 R.11.6.8 R.11.7.8 R.11.8.8 R.11.6.9 R.11.7.9 R.11.8.9 R.11.6.10 R.11.7.10 R.11.8.10

	ELPR.6.6-8.3 Use context, structure, denotations and connotations to determine meaning of words and phrases	- Use context clues to determine meaning	- Use context clues to select appropriate dictionary definition	- Use context clues to select appropriate dictionary definition	- Use context to determine meaning of multiple meaning words	Use context, structure, denotations and connotations to determine meaning of words and phrases	
Reading w/Fluency	ELPR.6.6-8.4 Read grade level text orally with accuracy and expression	Read text adapted for individual readability level with emphasis on grade level with teacher support	Read text adapted for individual readability level with emphasis on grade level with teacher support as needed	Read grade level text orally with support as needed	Read grade level text orally with accuracy and expression	Read grade level text orally with accuracy and expression	R.11.6.11 R.11.7.11 R.11.8.11 R.11.6.12 R.11.7.12 R.11.8.12

Students shall apply a variety of strategies to read and comprehend printed material

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Connecting, questions, and monitoring	ELPR.4.9-12.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Connect own prior knowledge and personal experience to text with visuals, drawings, and teacher support	Connect own prior knowledge and personal experience to examine author's point of view and purpose for reading	Use previewing, prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing, prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	Use previewing, prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading	R.9.9.1 R.9.9.6 R.9.10.1 R.9.11.1 R.9.12.1
	ELPR.4.9-12.2 Evaluate the interrelations of text and world issues/events by applying connection strategies	Indicate that print conveys meaning for multiple purposes with teacher support	Recognize academic language of text including narrative, persuasive, style, theme, and tone. Identify intended audience with teacher support	Interpret academic language of text including narrative, persuasive, style, theme, and tone. Identify intended audience with teacher support	Evaluate the interrelations of text and world issues/events by applying connection strategies with teacher support	Evaluate the interrelations of text and world issues/events by applying connection strategies	R.9.9.2 R.9.10.2 R.9.11.2 R.9.12.2
	ELPR.4.9-12.3 Differentiate and use appropriate strategies to aid comprehension and support active reading and engagement	Develop skills to aid comprehension of text through note-taking, graphic organizers, etc. with teacher support	Develop skills to aid comprehension of text through note-taking, graphic organizers, questioning, and outlining	Develop skills to aid comprehension of text through note-taking, graphic organizers, questioning, and outlining	Differentiate among and use appropriate strategies to aid comprehension	Differentiate among and use appropriate strategies to aid comprehension and support active reading and engagement	R.9.9.3 R.9.10.3 R.11.3 R.12.3
	ELPR.4.9-12.4 Recognize how works of a given period reflect author's background, historical events, and cultural influences	Activate prior knowledge and build background for reading with teacher support	Activate prior knowledge and build background for reading; determine how the author's background is reflected in the writing	Recognize how works of a given period reflect author's background, historical events, and cultural influences	Recognize how works of a given period reflect author's background, historical events, and cultural influences	Recognize how works of a given period reflect author's background, historical events, and cultural influences	R.9.9.4 R.9.10.4 R.9.11.4 R.9.12.4

Literal and inferential understanding	ELPR.4.9-12.5 Draw inferences from a sentence or paragraph and support them with text evidence	Match key vocabulary within graphic supported texts to visuals.	Make predictions and support with evidence within graphic texts with teacher support	Make predictions and draw conclusions supported with evidence with teacher support	Draw inferences from a sentence or paragraph (i.e., conclusions, generalizations, and predictions) and support them with text evidence with teacher support	Draw inferences from a sentence or paragraph (i.e., conclusions, generalizations, and predictions) and support them with text evidence	R.9.9.5 R.9.10.5 R.9.11.5 R.9.12.5
	ELPR.4.9-12.6 Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text	Recognize how signal/transition words and phrases indicate shifts.	Recognize how signal/transition words and phrases indicate shifts.	Recognize how signal/transition words and phrases indicate shifts.	Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text	Recognize how signal/transition words and phrases denote shifts that contribute to the meaning of the text	R.9.9.7
Analysis and evaluation	ELPR.4.9-12.7 Summarize and paraphrase content in informational and literary texts	Read a variety of short selections with controlled vocabulary with teacher support	Read and summarize a variety of short selections with controlled vocabulary	Read, summarize, and paraphrase a variety of short selections	Read, summarize, and paraphrase a variety of selections	Summarize and paraphrase content in informational and literary texts	R.9.9.8 R.9.10.7 R.9.11.6 R.9.12.7
	ELPR.4.9-12.8 Discriminate between fact/opinion and fiction/nonfiction	Identify facts and opinions within literary texts with teacher support	Identify facts and opinions within literary texts with teacher support	Discriminate between fact/opinion and fiction/nonfiction	Discriminate between fact/opinion and fiction/nonfiction	Discriminate between fact/opinion and fiction/nonfiction	R.9.9.9
	ELPR.4.9-12.9 Evaluate persuasive texts	Examine examples of persuasive texts and graphics with teacher support	Identify characteristics of persuasive texts with teacher support	Analyze characteristics of persuasive texts with teacher support	Evaluate persuasive texts	Evaluate persuasive texts	R.9.10.8
Analysis and evaluation	ELPR.4.9-12.10 Compare and contrast aspects of texts	Identify conflict within texts with teacher support	Identify themes, conflicts, and allusions within texts with teacher support	Identify themes, conflicts, and allusions within texts with teacher support	Compare and contrast aspects of texts (i.e., themes, conflicts, and allusions with teacher support)	Compare and contrast aspects of texts (i.e., themes, conflicts, and allusions)	R.9.11.7
	ELPR.4.9-12.11 Recognize and define various points of view (e.g., omniscient narrator, third-person limited)	Recognize various points of view (e.g., omniscient narrator, third-person limited) with teacher support	Recognize various points of view (e.g., omniscient narrator, third-person limited) with teacher support	Recognize various points of view (e.g., omniscient narrator, third-person limited) with teacher support	Recognize various points of view (e.g., omniscient narrator, third-person limited) with teacher support	Recognize various points of view (e.g., omniscient narrator, third-person limited)	R.9.9.11 R.9.10.9 R.9.11.8

	ELPR.4.9-12.12 Examine fallacies in a text to determine author's purpose	Define fallacy within a text with teacher support	Identify fallacy within a text with teacher support	Define and identify fallacies in a text with teacher support	Examine fallacies in a text to determine author's purpose with teacher support	Examine fallacies in a text to determine author's purpose	R.9.9.12 R.9.10.11
	ELPR.4.9-12.13 Identify and discuss a position using concepts gained from reading using debate, discussion, and a position paper	Identify and discuss a position from simple text with teacher support	Identify and discuss a position from simple text with teacher support	Analyze and discuss a position from text with teacher support using debate and discussion	Analyze and defend a position from text with teacher support using debate, discussion, and a position paper	Investigate and defend a position from text using debate, discussion, and a position paper	R.9.9.13 R.9.10.12 R.9.11.10 R.9.12.11
	ELPR.4.9-12.14 Identify figures of speech	Identify simile and metaphor with teacher support	Identify figurative language (i.e., personification, hyperbole)	Identify oxymoron, pun, and sound devices (i.e., alliteration, onomatopoeia)	Identify figures of speech, (i.e., simile, metaphor, personification, hyperbole, oxymoron, and pun, and sound devices, including alliteration and onomatopoeia)	Identify figures of speech (i.e., simile, metaphor, personification, hyperbole, oxymoron, and pun, and sound devices, including alliteration and onomatopoeia)	R.9.9.14 R.9.10.13 R.9.11.11 R.9.12.12
Analysis and evaluation	ELPR.4.9-12.15 Evaluate information and form for understanding a variety of texts using outlines, summaries, topics, subtopics, and word choice in the text	Recognize the way in which clarity of meaning is affected by the patterns of organization using teacher support, outlines, and summaries	Recognize the way in which clarity of meaning is affected by the patterns of organization with outlines and summaries	Recognize the way in which clarity of meaning is affected by the patterns of organization with outlines and summaries	Examine the way in which clarity of meaning is affected by the patterns of organization using outlines, summaries, topics, subtopics, and word choice in the text	Examine the way in which clarity of meaning is affected by the patterns of organization using outlines, summaries, topics, subtopics, and word choice in the text	R.9.11.12
	ELPR.4.9-12.16 Analyze and evaluate the author's use of tone, diction, and syntax	Recognize the author's use of tone, diction, and syntax in a selected passage with teacher support	Recognize the author's use of tone, diction and syntax in a selected passage with teacher support	Recognize and analyze the author's use of tone, diction, and syntax in a selected passage with teacher support	Analyze and evaluate the author's use of tone, diction, and syntax (e.g., anaphora, inversion) with teacher support)	Analyze and evaluate the author's use of tone, diction, and syntax (e.g., anaphora, inversion)	R.9.12.13

	ELPR.4.9-12.17 Recognize, analyze and evaluate bias and use of common persuasive techniques in selected literature drawn from myth and tradition and in other writings	Recognize bias in selected literature drawn from myth and tradition and in other writings with teacher support	Recognize bias and use of common persuasive techniques in selected literature drawn from myth and tradition and in other writings with teacher support	Recognize bias and use of common persuasive techniques in selected literature drawn from myth and tradition and in other writings	Recognize, analyze and evaluate bias and use of common persuasive techniques in selected literature drawn from myth and tradition and in other writings	R.9.11.13 R.12.14.10
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Students shall read, examine, and respond to a wide range of texts

Practical texts	ELPR.4.9-12.18 Read and evaluate practical text for clarity and accuracy of information	Read a variety of practical texts with supporting visuals (e.g., advertisements, labels, agendas, warnings, directions)	Read a variety of practical texts (e.g., advertisements, manuals, applications, warnings and directions)	Read and evaluate clarity and accuracy of information in a variety of practical texts (e.g., advertisements, manuals, job and career descriptions, applications, college catalogs, financial documents)	Read and evaluate clarity and accuracy of information in a variety of practical texts (e.g., warranties, manuals, job and career descriptions, applications, college catalogs, financial documents, contracts)	R.10.9.1 R.10.10.1 R.10.11.1 R.10.12.1 R.10.9.2 R.10.10.2 R.10.11.2 R.10.12.2
	ELPR.4.9-12.19 Read and analyze the structure of a variety of free verse, formal verse, narrative poetry, and lyric poetry	Recognize the format of poetry and read a variety of simple poems	Read and recognize the format of a variety of simple narrative and lyric poetry	Read and analyze the format of a variety of poetry (i.e., narrative poetry, lyric poetry, free verse)	Read and analyze the structure of a variety of poetry (i.e., free verse, formal verse, narrative poetry, lyric poetry)	R.10.9.3 R.10.10.3 R.10.11.3 R.10.12.3
Poetry	ELPR.4.9-12.20 Analyze and evaluate the effectiveness of an author's use of poetic conventions and structures	Recognize the characteristics of poetry (i.e., poetic conventions and structures) with teacher support	Recognize and identify the characteristics of poetry (i.e., the author's use of poetic conventions and structures) with teacher support	Recognize and discuss the characteristics of poetry (i.e., the author's use of poetic conventions and structures)	Analyze and evaluate the effectiveness of an author's use of poetic conventions and structures (i.e., line, stanza, imagery, rhythm, rhyme, sound devices)	R.10.9.4 R.10.10.4 R.10.11.4 R.10.12.4 R.10.9.5 R.10.10.5 R.10.11.5 R.10.12.5
	ELPR.4.9-12.21 Read and analyze traditional and contemporary works of poets from different cultures	Read and discuss traditional and contemporary works of poets from different cultures	Examine traditional and contemporary works of poets from different cultures	Compare and contrast traditional and contemporary works of poets from different cultures	Read and analyze traditional and contemporary works of poets from different cultures	R.10.9.6, R.10.10.6 R.10.11.6 R.10.12.6

Poetry	ELPR.4.9-12.22 Evaluate the effectiveness of the author's use of persona	Understand the concept of persona	Identify the author's possible use of persona	Analyze the author's possible use of persona	Evaluate the author's possible use of persona	Evaluate the effectiveness of the author's use of persona	R.10.9.7 R.10.10.7 R.10.11.7 R.10.12.7
	ELPR.4.9-12.23 Examine words that an author uses to evoke emotion in a reader	Recognize techniques poets use to evoke emotion in a reader (e.g., how word choice creates tone, mood, and voice)	Identify techniques poets use to evoke emotion in a reader (e.g., explain how word choice creates tone, mood, and voice)	Compare and contrast techniques poets use to evoke emotion in a reader (e.g., examples of words that contribute to tone, mood, and voice)	Analyze techniques poets use to evoke emotion in a reader (e.g., analyze word choice, tone, mood, and voice)	Examine techniques poets use to evoke emotion in a reader (e.g., evaluate the effectiveness of word choice, tone, mood, and voice)	R.10.9.8 R.10.10.8 R.10.11.8 R.10.12.8 R.10.9.9 R.10.10.9 R.10.11.9 R.10.12.9

Students shall read, examine, and respond to a wide range of texts for a variety of purposes

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Poetry	ELPR.4.9-12.1 Paraphrase and interpret to find the meaning of selected poems	Recognize known vocabulary and high frequency words in a poem	Recognize known vocabulary in a poem	Retell selected poems, emphasizing the line	Retell and interpret line(s) of selected poems with support	Paraphrase and interpret to find the meaning of selected poems, emphasizing	R.10.9.10 R10.10.10 R10.11.10 R10.12.10
Drama	ELPR.4.9-12.2 Read a variety of dramatic selections	Sequence pictures after listening to adapted excerpts of dramatic selections	Sequence pictures with captions of adapted excerpts of dramatic selections	Read adapted excerpts of dramatic selections with support	Read a variety of adapted dramatic selections with support	Read a variety of dramatic selections, including an Elizabethan tragedy	R.10.9.11 R10.10.11 R10.11.11 R10.12.11
	ELPR.4.9-12.3 Identify the two basic parts of drama using appropriate vocabulary	Define terms through role play and illustrations	Match vocabulary with simple definitions or illustrations	Identify the basic parts of drama: in short phrases and simple sentences	Identify the two basic parts of drama using appropriate vocabulary (e.g., scripting, stage direction) and with teacher support	Identify the two basic parts of drama using appropriate vocabulary (e.g., scripting, stage direction)	R.10.9.12 R10.10.12 R10.11.12 R.10.12.12
	ELPR.4.9-12.4 Identify and define examples of dramatic conventions	Observe video clips including dramatic conventions	Match vocabulary with simple definitions or illustrations	Define and identify examples of dramatic conventions using short phrases and simple sentences	Define and identify examples of dramatic conventions using appropriate vocabulary and with support	Define and identify examples of dramatic conventions (i.e., soliloquy, aside, monologue, dialogue, character types) with teacher support	R.10.9.13 R10.10.13 R10.10.13 R10.10.14 R10.10.15 R10.11.13 R10.11.14 R10.10.15 R10.11.15 R10.12.13 R10.12.14

Drama	ELPR.4.9-12.5 Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme	Observe and recognize how stage directions help the reader understand the setting, mood, characters, plot, and theme using short phrases and simple sentences with teacher support	Observe and recognize how stage directions help the reader understand the setting, mood, characters, plot, and theme using short phrases and simple sentences with teacher support	Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme using appropriate vocabulary	Describe how stage directions help the reader understand the setting, mood, characters, plot, and theme	R.10.9.15 R10.10.15 R10.11.16 R10.12.15
	ELPR.4.9-12.6 Distinguish the characteristics of different forms of dramatic literature using simple sentences, charts, and table.	Observe role play or video clips demonstrating the elements of dramatic literature (i.e., Elizabethan tragedy)	Match vocabulary of elements of dramatic literature (i.e., Elizabethan tragedy) to illustrations and/or simple phrases	Define and identify the elements of dramatic literature (i.e., Elizabethan tragedy) using appropriate vocabulary	Define and identify the elements of dramatic literature (i.e., Elizabethan tragedy)	R.10.9.16 R10.10.17 R10.11.17 R10.12.16 R10.10.18
	ELPR.4.9-12.7 Read a variety of literary and content prose	Preview visually supported text to glean basic facts presented in literary and content prose	Sequence pictures with captions to adapted excerpts of literary and content prose	Read excerpts of adapted literary and content prose with support	Read a variety of literary and content prose	R.10.9.17 R10.10.19 R10.12.17
	ELPR.4.9-12.8 Recognize and identify the influence of historical context on the form, style, and point of view of historical prose	Observe role play or video clips demonstrating influence of historical context on the form, style, and point of view of historical prose	Match vocabulary of elements of historical prose (i.e., Elizabethan tragedy) to illustrations and/or simple phrases	Identify the influence of historical context on the form, style, and point of view of a written work	Recognize and identify the influence of historical context on the form, style, and point of view of a written work	R.10.9.18, R.10.10.20 R.10.11.19 R.10.12.18
Literary and content prose						

Literary and content prose	ELPR.4.9-12.8 Recognize and identify distinctive and shared characteristics of cultures through reading	Preview visually supported text to recognize distinctive and shared characteristics of cultures through reading	Match vocabulary from a variety of multicultural texts to recognize distinctive and shared characteristics of cultures through reading	Identify the characteristics that distinguish literary forms from different cultures with teacher support	Identify the characteristics that distinguish literary forms from different cultures with teacher support	Recognize and identify the characteristics that distinguish literary forms from different cultures	R.10.9.19 R.10.10.21 R.10.11.20 R.10.12.19
	ELPR.4.9-12.9 Identify and define literary terms	Use visual elements to determine meaning	Match literary terms to simple definitions and/or illustrations with teacher support	Identify and define literary terms using short phrases and simple sentences with teacher support	Identify and define literary terms using appropriate vocabulary with teacher support	Identify and define literary terms	R.10.9.20 R.10.10.22 R.10.11.21 R.10.12.20
	ELPR.4.9-12.10 Apply knowledge of language to analyze and derive meaning from literary text			Retell facts of author's style using short phrases and simple sentences with teacher support	Explain the relationship between the author's style and literary effect using appropriate vocabulary with teacher support	Explain the relationship between the author's style and literary effect	R.10.9.21 R.10.10.23 R.10.11.22 R.10.12.21
	ELPR.4.9-12.11 Analyze, evaluate and draw conclusions by providing evidence presented in the text	Use visual elements to determine meaning	Match literary elements to simple definitions and/or illustrations with teacher support	Identify literary elements in a work using short phrases and simple sentences with teacher support	Identify literary elements in a work with teacher support	Identify literary elements in a work at a level comparable to native English speaking peers with teacher support	R.10.9.22 R.10.10.24 R.10.11.23 R.10.12.22
	ELPR.4.9-12.12 Identify irony as literary device			Identify irony in adapted texts with teacher support	Explain the use of irony in adapted texts using appropriate vocabulary with teacher support	Explain the use of irony at a level comparable to native English speaking peers with teacher support	R.10.9.23 R.10.10.25 R.10.11.24 R.10.12.23

	ELPR.4.9-12.13 Analyze text for the purpose, ideas, and style of the author		Analyze passages from several works of an author that deal with a single issue with teacher support	Analyze passages from several works of an author that deal with a single issue with teacher support	Analyze passages from several works of an author that deal with a single issue with teacher support	Analyze passages from several works of an author that deal with a single issue with teacher support	R.10.11.25 R.10.12.24 R.10.11.26 R.10.12.25
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Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Word study and vocabulary	ELPR.6.9-12.1 Expand vocabulary through reading, listening, and discussing	Expand vocabulary through listening and using visual elements	Matches vocabulary with simple definitions	Expand vocabulary through reading, listening, and discussing using short phrases and simple sentences with teacher support	Expand and apply specialized vocabulary through reading, listening, and discussing (i.e. graphic organizers)	Expand and apply specialized vocabulary through reading, listening, and discussing	R.11.9.1 R.11.10.1 R.11.11.1 R.11.12.1
	ELPR.6.9-12.2 Analyze roots and word parts and identify how affixes change the meaning of words	Identify the root of a word (e.g., labels)	Identify prefixes and roots (e.g., matches labels)	Identifies prefixes and roots (e.g. labels, matches)	Use prefixes, suffixes, and root words to define words through graphic organizers with teacher support	Analyze root words and word parts and identify how affixes change the meaning of words	R.11.9.2 R.11.10.2 R.11.11.2 R.11.12.2
	ELPR.6.9-12.3 Use multiple resources to locate information that address questions	Explore the uses of multiple resources (e.g., encyclopedias, technology, experts) to locate information that address questions	Use multiple sources (e.g., encyclopedias, technology, experts) to locate information that address questions	Use multiple sources (e.g., encyclopedias, technology, experts) to locate information that address questions	Use multiple sources (e.g., encyclopedias, technology, experts) to locate information that address questions	Use multiple sources (e.g., encyclopedias, technology, experts) to locate information that address questions	R.11.9.3 R.11.10.3 R.11.11.3 R.11.12.3
	ELPR.6.9-12.4 Interpret the connotation and denotation of words using context to interpret to determine meaning of words and phrases	Explore the connotative power of cognates with teacher support	Recognize the connotative power of words with teacher support	Distinguish between connotation and denotation of words using short phrases and simple sentences with teacher support	Analyze connotation and denotation of words with teacher support	Interpret the connotation and denotation of words using context to interpret to determine meaning of words and phrases	R.11.9.4 R.11.10.4 R.11.11.4 R.11.12.4

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Word study and vocabulary	ELPR.6.9-12.5 Expand vocabulary through reading, listening, and discussion	Expand vocabulary through reading, listening, and discussion	Expand vocabulary through reading, listening, and discussion	Expand vocabulary through reading, listening, and discussion	Recognize and apply specialized vocabulary	Recognize and apply specialized vocabulary	R.11.9.1 R.11.10.1 R.11.11.1 R.11.12.1
	ELPR.6.9-12.6 Use structural analysis to identify words	Recognize simple prefixes and suffixes when attached to known vocabulary	Use simple prefixes and suffixes when attached to known vocabulary	Use some common roots and affixes when attached to vocabulary	Use structural analysis to identify root words with affixes	Use structural analysis to identify words (i.e., knowledge of Greek and Latin roots and affixes)	R.11.9.2, R.11.10.2 R.11.11.2 R.11.12.2
Accessing information	ELPR.6.9-12.6 Use reference materials (i.e., glossary, dictionary, thesaurus, available technology) to facilitate and extend learning	Explore reference materials (i.e., glossary, dictionary, thesaurus, available technology) to determine meaning of words	Use reference materials (i.e., glossary, dictionary, thesaurus, available technology) to apply meaning of words	Use reference materials (i.e., glossary, dictionary, thesaurus, available technology) to determine and apply meaning of words	Use reference materials (i.e., glossary, dictionary, thesaurus, available technology) to determine and apply precise meaning and usage of words	Use reference materials (i.e., glossary, dictionary, thesaurus, available technology) to facilitate and extend learning	R.11.9.3 R.11.10.3 R.11.11.3 R.11.12.3



# **English Language Proficiency Framework for Writing**

**Spring 2006**

# English Language Proficiency Framework

Strands	
Listening	
	1. Students shall demonstrate effective listening skills in formal and informal settings to facilitate communication.
Speaking	
	2. Students shall demonstrate effective oral communication skills to express ideas and to present information.
Reading	
Foundations of Reading	3. Students shall apply concepts of print, acquire knowledge of spoken words and understand the relationship of speech to print as they develop a foundation for literacy.
Comprehension	4. Students shall apply a variety of strategies to read and comprehend printed material.
Variety of text	5. Students shall read, examine, and respond to a wide range of texts for a variety of purposes.
Vocabulary, Word Study and Fluency	6. Students shall acquire and apply skills in vocabulary development and word analysis to be able to read fluently.
Writing	
Process	7. Students shall employ a wide range of strategies as they write, using the writing process appropriately.
Purpose, Topics, Forms and Audiences	8. Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms.
Conventions	9. Students shall apply knowledge of Standard English conventions in written work.
Craftsmanship	10. Students shall develop personal style and voice as they approach the craftsmanship of writing.

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.K-2.1 Generate topics	Generate topics and content vocabulary by - drawing - sharing personal experiences - responding to books - using environmental print - contribute illustrations to a notebook	Respond to topics and content vocabulary by - drawing - sharing personal experiences - responding to books - using environmental print - contribute illustrations to a notebook	Generate topics and content vocabulary by - drawing - sharing personal experiences - responding to books - using environmental print - contribute illustrations to a notebook (i.e., interesting words or phrases, books or experiences that spark an interest, etc.)	Generate topics and content vocabulary by - drawing - sharing personal experiences - responding to books - using environmental print - contribute illustrations to a notebook (i.e., interesting words or phrases, books or experiences that spark an interest, etc.)	Generate topics and content vocabulary by - drawing - sharing personal experiences - responding to books - using environmental print - contribute illustrations to a notebook (i.e., interesting words or phrases, books or experiences that spark an interest, etc.)	W.4.K.1 W.4.1.1 W.4.2.1
ELPW.7.K-2.2 Participate in prewriting activities	Participate in teacher led prewriting activities	Participate in teacher led prewriting activities	Participate in teacher led prewriting activities to develop an understanding of the writing process	Participate in teacher led prewriting activities to develop an understanding of the writing process	Participate in teacher led prewriting activities to develop an understanding of the writing process	W.4.K.3 W.4.1.6 W.4.1.7
ELPW.7.K-2.3 Use graphic organizers in prewriting activities			- Promote organization of writing (i.e., story maps, webbing, and graphic organizers to create a draft)	Promote organization of writing (i.e., story maps, webbing, and graphic organizers to create a draft)	Promote organization of writing (i.e., story maps, webbing, and graphic organizers to create a draft)	W.4.K.3 W.4.1.6 W.4.1.7

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.K-2.4 Apply strategies, to move from oral to written language	Apply strategies, when prompted, to move from oral to written language (i.e., orally compose message and verbally rehearse, reread text to get to next word in the message, etc.) - use visual organizers / collages - Copy and write words about self-selected topics	Apply strategies, when prompted, to move from oral to written language (i.e., orally compose message and verbally rehearse, reread text to get to next word in the message, etc.) -use charades to connect acting out to writing) -use transitional words - Write about self-selected topics	Apply strategies, when prompted, to move from oral to written language (i.e., orally compose message and verbally rehearse, reread text to get to next word in the message, etc.) - Use prewriting strategies to organize ideas - Write about self-selected topics	Apply strategies, when prompted, to move from oral to written language (i.e., orally compose message and verbally rehearse, reread text to get to next word in the message, etc.) - Use prewriting strategies to organize ideas - Write about self-selected topics	Apply strategies, when prompted, to move from oral to written language (i.e., orally compose message and verbally rehearse, reread text to get to next word in the message, etc.) - Use prewriting strategies to organize ideas - Write about self-selected topics	W.4.K.2 W.4.K.6 W.4.1.3 W.4.2.2 W.4.K.4
ELPW.7.K-2.5 Focus on one topic	Focus on one topic using pre-taught vocabulary words using personal experiences to produce topic ideas	Write basic instructions for how to complete a simple task by using personal experiences to produce topic ideas	Focus on one topic by writing instructions for how-to task	Focus on and develop one topic	Focus on and develop one topic	W.4.1.2 W.4.1.4 W.4.2.3

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.K-2.6 Organize writing	Complete a cloze passage sentence - write from left to right, top to bottom, and use return sweep - apply knowledge of letters and words	Use a story or paragraph frame to organize writing (e.g. using a cloze passage format) - write from left to right, top to bottom, and use return sweep	Use a story or paragraph frame to organize writing (e.g. using a cloze passage format) - write from left to right, top to bottom, and use return sweep	Use a story or paragraph frame to organize writing - write from left to right, top to bottom, and use return sweep	Use a story or paragraph frame to organize writing - write from left to right, top to bottom, and use return sweep	W.4.1.5 W.4.K.5 W.4.K.7
ELPW.7.K-2.7 Use phonemic awareness	Develop phonemic awareness	Use knowledge of phonemic awareness to write simple sentences	Use knowledge of phonemic awareness to write sentences	Use strategies for applying phonemic awareness and phonics knowledge (e.g. cognates)	Use strategies for applying phonemic awareness and phonetics knowledge - break speech into words and leave spaces between words, slowly articulate or segment words in order to hear most salient sounds - break words at onset and rime to record corresponding letter patterns	W.4.K.9 W.4.1.11

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.K-2.8 Write to edit and revise sentences	Copy and write simple messages independently to demonstrate the understanding that speech can be written and revise for meaning based on student- teacher collaboration	Copy and write simple messages that have been modeled and revise writing for: - for meaning based on student- teacher collaboration - with full class participation	Copy and write simple messages that have been modeled and revise writing to: - check for accuracy and meaning based on student- teacher collaboration - organization, content, and clarity based on peer responses and teacher conferences	Copy and write simple messages independently and revise to: - check for accuracy and meaning based on student- teacher collaboration - organization, content, and clarity based on peer responses and teacher conferences	Write simple messages and revise to: - check for accuracy and meaning based on student- teacher collaboration - organization, content, and clarity based on peer responses and teacher conferences	W.4.K.10 W.4.K.11 W.4.1.12 W.4.2.7 W.4.K.12
ELPW.7.K-2.9 Publish and share writing	Prepare and share pieces for publication - illustrations (e.g. draw/label body parts) - rewriting - documents created with technology	Prepare and share pieces for publication - illustrations (e.g. draw/label body parts) - rewriting - documents created with technology	Prepare and share pieces for publication (e.g. write interview questions with classmate)	Prepare and share pieces for publications and writing with others (e.g. writing a friendly letter to adult or peer, book report)	Prepare and share pieces for publication (e.g. narrative, expository)	W.4.K.13 W.4.1.16 W.2.14 W.4.K.14 W.4.1.17

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.K-2.10 Contribute to the literate environment of the classroom/school	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	Contribute to the literate environment of the classroom/school by displaying writing samples (e.g., poems, word study charts, word walls, writing samples, etc.)	W.4.K.15
ELPW.7.K-2.11 Create a portfolio and publish approximately 10 pieces	Create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year (i.e., thank you note, poster, recipe, etc.) and use available technology for publishing	Create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year (i.e., thank you note, poster, recipe, etc.) and use available technology for publishing	Create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year by sharing writing and use available technology for publishing	Create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year by sharing writing and use available technology for publishing	Create and select pieces for a writing portfolio and publish approximately ten pieces throughout the year by sharing writing and use available technology for publishing	W.4.1.18 W.4.2.15 W.4.K.16 W.4.1.20 W.4.1.19 W.4.2.16
ELPW.7.K-2.12 Write to expand main ideas	Write on main idea using a pattern sentence with visual and teacher support	Write on main idea using a pattern sentence with visual and teacher support	Write to elaborate/ expand an idea when prompted (e.g. using WH questions)	Write to elaborate/ expand an idea when prompted	Write to elaborate/ expand an idea/ message independently	W.4.1.8 W.4.1.13 W.4.2.8
ELPW.7.K-2.13 Use high frequency words to create introductory and concluding sentences	Use high frequency words (e.g. with a cloze passage activity)	Use high frequency words (e.g. with a cloze passage activity)	Use high frequency words to create introductory and concluding sentences	Use high frequency words to create introductory and concluding sentences	Use high frequency words to create introductory and concluding sentences	W.4.1.9 W.4.1.10

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.K-2.14 Edit sentences for capitalization, punctuation, and spelling	<p>Edit simple sentences with teacher support and full class participation:</p> <ul style="list-style-type: none"> <li>- capitalization</li> <li>- beginning/ending punctuation</li> <li>- develop a personal vocabulary dictionary</li> <li>- personal writing</li> <li>- give and receive feedback about writing</li> </ul>	<p>Edit simple sentences with teacher support:</p> <ul style="list-style-type: none"> <li>- capitalization</li> <li>- beginning/ending punctuation</li> <li>- develop personal vocabulary dictionary, word wall, pictorial, etc.</li> <li>- personal writing</li> <li>- give and receive feedback about writing</li> </ul>	<p>Edit for complete sentences:</p> <ul style="list-style-type: none"> <li>- capitalization</li> <li>- punctuation</li> <li>- spelling</li> <li>- using word wall, pictorial, charts, software, etc.</li> <li>- delete irrelevant information with teacher guidance</li> </ul>	<p>Edit for complete sentences:</p> <ul style="list-style-type: none"> <li>- capitalization</li> <li>- punctuation</li> <li>- spelling</li> <li>- utilize available resources to edit personal writing (i.e., editing checklist, personal dictionary, word wall, etc.)</li> <li>- delete irrelevant information with teacher guidance</li> </ul>	<p>Edit for complete sentences:</p> <ul style="list-style-type: none"> <li>- capitalization</li> <li>- punctuation</li> <li>- spelling</li> <li>- utilize available resources to edit personal writing (i.e., editing checklist, personal dictionary, word wall, etc.)</li> <li>- delete irrelevant information with teacher guidance</li> </ul>	<p>W.4.1.14 W.4.1.15 W.4.2.9 W.4.2.10 W.4.2.12 W.4.2.13</p>
ELPW.7.K-2.15 Use various strategies to develop paragraphs	<p>Compose short paragraphs using: -- pictures, labels, and phrases</p> <ul style="list-style-type: none"> <li>- visuals and sentence strips to sequence main idea and detail, cause and effect</li> </ul>	<p>Compose short paragraphs using: -- pictures, labels, and phrases</p> <ul style="list-style-type: none"> <li>- visuals and sentence strips to sequence main idea and detail, cause and effect</li> </ul>	<p>Organize writing by:</p> <ul style="list-style-type: none"> <li>- sequencing main idea and detail, cause and effect</li> <li>- creating introduction and conclusion sentence</li> </ul>	<p>Create well-developed paragraphs that include introduction, details, and conclusion</p>	<p>Create well-developed paragraphs that include introduction, details, and conclusion</p>	<p>W.4.2.4 W.4.2.5</p>



Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.8.K-2.1 Write for a various audiences	Write and/or draw to communicate ideas for self, peers, and for other people (e.g. cards, alphabet, key vocabulary words, names, etc.)	Write and/or draw to communicate ideas for self, peers, and for other people (e.g. cards, key vocabulary words, names, etc.)	Write or draw to communicate ideas for self, peers, and for other people (e.g. cards, key vocabulary words, invitations, permission slips, etc.)	Write to communicate ideas for self, peers, and for other people (e.g. cards, key vocabulary words, etc.)	Write to communicate ideas for self, peers, parents, relatives, friends, teachers, and for other people (e.g. cards, key vocabulary words, names, etc.)	W.5.K.1 W.5.1.1 W.5.2.1 W.5.K.2
ELPW.8.K-2.2 Explain purpose for writing	Explain some of the purposes for writing, such as telephone messages, recipes, or lists that have been modeled	Explain some of the purposes for writing, such as telephone messages, shopping lists, recipes, or lists that have been modeled	Explain some of the purposes for writing, such as telephone messages, recipes, or lists that have been modeled	Determine purpose for writing by explaining why some text forms may be more appropriate than others	Determine and match purpose for writing to the appropriate audience by explaining why some text forms may be more appropriate than others	W.5.K.3 W.5.1.2 W.5.2.2

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.8.K-2.3 Write daily for a variety of purposes	<p>Illustrate and write daily (e.g., key vocabulary, thank you notes, invitations)</p> <ul style="list-style-type: none"> <li>- use a visual story board to sequence</li> <li>- respond by writing or drawing pictures to stories</li> <li>- read aloud</li> <li>- respond to open-ended questions</li> <li>- personal journal</li> <li>- independently on self-selected topics</li> </ul>	<p>Illustrate and write daily (e.g., thank you notes, invitations, etc.)</p> <ul style="list-style-type: none"> <li>- use a visual story board to sequence</li> <li>- respond by writing or drawing pictures to stories</li> <li>- read aloud</li> <li>- respond to open-ended questions</li> <li>- a simple familiar fairy or folk tale using teacher-created template</li> <li>- simple quatrains and shape poetry</li> <li>- personal journal</li> <li>- independently on self-selected topics</li> </ul>	<p>Illustrate and write daily (e.g. objective of the day, personal narratives, etc.)</p> <ul style="list-style-type: none"> <li>- an informational paragraph, including a topic sentence, details, and conclusion</li> <li>- simple quatrains and shape poetry</li> <li>- simple letters to authors</li> <li>- connections between text and self</li> <li>- personal journal</li> <li>- independently on self-selected topics</li> </ul>	<p>Write brief personal narratives and simple informational text</p> <ul style="list-style-type: none"> <li>- brief expository descriptions</li> <li>- instructions with appropriate sequence</li> <li>- a narrative that presents a logical sequence of events and describes the setting, character, and events in detail</li> <li>- text variations (i.e., change setting, characters, or ending, etc.)</li> <li>- connections between text and self</li> <li>- personal journal</li> <li>- independently on self-selected topics</li> </ul>	<p>Write brief personal narratives and simple informational text</p> <ul style="list-style-type: none"> <li>- brief expository descriptions</li> <li>- an informational paragraph</li> <li>- a narrative that presents a logical sequence of events and describes the setting, character, and events in detail</li> <li>- retellings of fairy and folk tales</li> <li>- text variations (i.e., change setting, characters, or ending, etc.)</li> <li>- connections between text and self</li> <li>- personal journal</li> <li>- independently on self-selected topics</li> </ul>	<p>W.5.K.4 W.5.1.3 W.5.K.5 W.5.1.5 W.5.K.6 W.5.1.4 W.5.1.6 W.5.2.3 W.5.2.4 W.5.2.5 W.5.2.6 W.5.2.7 W.5.2.8 W.5.2.9 W.5.2.10 W.5.2.11 W.5.2.12 W.5.2.13 W.5.2.14</p>

Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.9.K-2.1 Write a variety of sentences	Write simple sentences around known words, repetitive phrases and sentence beginnings (i.e., simple dictation and cloze paragraphs).	Write simple sentences around known words, repetitive phrases and sentence beginnings (i.e., simple dictation and cloze paragraphs).	Write simple sentences around known words, repetitive phrases and sentence beginnings to: - incorporate transition words - combine sentences correctly (e.g., I woke up, and I ate breakfast.)	Write simple sentences around known words, repetitive phrases and sentence beginnings to - vary sentence patterns and lengths - incorporate transition words - combine sentences correctly	Write simple sentences around known words, repetitive phrases and sentence beginnings to - vary sentence patterns and lengths - incorporate transition words - combine sentences correctly	W.6.K.1 W.6.1.1 W.6.1.2 W.6.2.1 W.6.2.2 W.6.2.4 W.6.2.5
ELPW.9.K-2.2 Use the syntax of oral language	Use the syntax of oral language - singular and plural pronouns	Use the syntax of oral language - singular and plural pronouns	Use the syntax of oral language - singular and plural pronouns - use subject and verb agreement in simple sentences	Use the syntax of oral language - use subject and verb agreement in simple sentences	Use the syntax of oral language - use subject and verb agreement in simple sentences	W.6.K.2 W.6.1.3 W.6.2.3
ELPW.9.K-2.3 Use phonetic strategies	Use phonetic strategies and common visual patterns to spell familiar words with same sounds in L1 / L2	Use phonetic strategies and common visual patterns to spell familiar words with same sounds in L1 / L2	Use phonetic strategies to spell unknown and a growing number of high frequency words correctly	Use phonetic strategies to spell unknown and a growing number of high frequency words correctly	Use phonetic strategies to spell unknown and a growing number of high frequency words correctly	W.6.K.3 W.6.1.4 W.6.2.7 W.6.K.4 W.6.2.7 W.6.K.4 W.6.1.5 W.6.2.8

Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.9.K-2.4 Use capitalization rules	Capitalize own name, beginning of sentence, proper names/nouns	Capitalize own name, beginning of sentence, proper names/nouns	Capitalize own name, beginning of sentence, proper names/nouns	Capitalize own name, beginning of sentence, proper names/nouns	Capitalize own name, beginning of sentence, proper names/nouns	W.6.K.5 W.6.1.6 W.6.2.10 W.6.K.6 W.6.1.7 W.6.2.11
ELPW.9.K-2.5 Use correct punctuation	Use correct punctuation (e.g. periods, question marks, exclamation marks, comma in dates and addresses) to punctuate declarative, interrogative, imperative, and exclamatory sentences	Use correct punctuation (e.g. periods, question marks, exclamation marks, comma in dates and addresses) to punctuate declarative, interrogative, imperative, and exclamatory sentences	Use correct punctuation (e.g. periods, question marks, exclamation marks, comma in dates and addresses) to punctuate declarative, interrogative, imperative, and exclamatory sentences	Use correct punctuation (e.g. periods, question marks, exclamation marks, commas, apostrophes for singular possessives) to punctuate declarative, interrogative, imperative, and exclamatory sentences	Use correct punctuation (e.g. periods, question marks, exclamation marks, commas, apostrophes for singular possessives) to punctuate declarative, interrogative, and imperative, and exclamatory sentences	W.6.K.7 W.6.1.8 W.6.2.6 W.6.2.12 W.6.2.13 W.6.2.14 W.6.2.15

Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.9.K-2.6 Use correct directionality and formation	Write left to right with return sweep - legibly in manuscript using correct letter formation - leave spaces between words and sentences - write with the format of lines and spaces provided by the selected paper	Write left to right with return sweep - legibly in manuscript using correct letter formation - leave spaces between words and sentences - write with the format of lines and spaces provided by the selected paper	Write left to right with return sweep - legibly in manuscript using correct letter formation - leave spaces between words and sentences - write with the format of lines and spaces provided by the selected paper	Write left to right with return sweep - legibly in manuscript using correct letter formation - leave spaces between words and sentences - write with the format of lines and spaces provided by the selected paper	Write left to right with return sweep - legibly in manuscript using correct letter formation - leave spaces between words and sentences - write with the format of lines and spaces provided by the selected paper	W.6.K.8 W.6.1.9 W.6.2.16 W.6.K.9 W.6.K.10 W.6.1.10
	ELPW.9.K-2.7 Use prefixes	N/A	N/A	Practice using the common prefix (e.g. un, pre, re )	Use knowledge of prefixes and common inflectional endings to spell (e.g. consonant doubling, dropping -e, changing y to i)	Use knowledge of prefixes and common inflectional endings to spell (e.g. consonant doubling, dropping -e, changing y to i)	W.6.2.9

**Standard 10: Craftsmanship**  
Students shall develop personal style and voice as they approach the craftsmanship of writing.

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.K-2.1 Use drawings and details that support sequential story	Use drawings that support meaning including details when illustrating (e.g. draw pictures in sequential order in response to familiar story read orally)	Use drawings that support meaning including details when illustrating (e.g. draw pictures in sequential order in response to familiar story read orally)	Use drawings that support meaning and develop a beginning, middle, and end to a story using teacher-make template	Use drawings that support meaning to develop a beginning, middle, and end to a story	Use drawings that support meaning, including some concrete details, when writing to develop a beginning, middle, and end to a story	W.7.K.1 W.7.1.1 W.7.2.1
ELPW.10.K-2.2 Incorporate social and academic language	Incorporate language acquired from reading and/or conversation	Incorporate language acquired from reading and/or conversation	Incorporate language acquired from reading and/or conversation	Incorporate language acquired from reading and/or conversation	Incorporate literary language and styles heard or read in the classroom into personal writing	W.7.K.2 W.7.K.3
ELPW.10.K-2.3 Use language patterns	Imitate narrative elements and predictable language patterns derived from known texts (e.g., using WH questions)	Imitate narrative elements and predictable language patterns derived from known texts (e.g. using WH questions)	Imitate narrative elements and predictable language patterns derived from known texts	Imitate narrative elements and predictable language patterns derived from known texts	Imitate narrative elements and predictable language patterns derived from known texts	W.7.1.2

**Standard 10: Craftsmanship**  
Students shall develop personal style and voice as they approach the craftsmanship of writing.

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.K-2.4 Take on strategies and elements of author's craft and literary language	N/A	N/A	Embed literary language in writing (i.e. "Once upon a time...")	Take on strategies and elements of author's craft that the class has discussed in their study of literary works	Take on strategies and elements of author's craft that the class has discussed in their study of literary works - embed literary language in writing (i.e. "Once upon a time...")	W.7.2.2 W.7.2.4
ELPW.10.K-2.5 Use predictable text	Use predictable text as modeled for own writing (e.g. The Little Red Hen)	Use predictable text as modeled for own writing	Use predictable text as modeled for own writing	Use predictable text as modeled for own writing	Use predictable text as modeled for own writing	W.7.K.4
ELPW.10.K-2.6 Listen and respond to writings of others	Listen and respond to writings of others	Listen and respond to writings of others	Listen and respond to writings of others	Listen and respond to writings of others	Listen and respond to writings of others	W.7.K.5
ELPW.10.K-2.7 Use adjectives	Write personal adjectives to describe color of hair/eyes, shapes/sizes of objects, etc.	Write personal adjectives to describe color of hair/eyes, shapes/sizes of objects, etc.	Use adjectives when writing about people, places, things, and events	Use adjectives when writing about people, places, things, and events	Use adjectives when writing about people, places, things, and events	W.7.1.3
ELPW.10.K-2.8 Produce writing using previously learned and new vocabulary	Produce and use new vocabulary and concepts that utilize the full range of words in their speaking vocabulary	Produce and use new vocabulary and concepts that utilize the full range of words in their speaking vocabulary	Produce and use new vocabulary and concepts that utilize the full range of words in their speaking vocabulary	Produce and use new vocabulary and concepts that utilize the full range of words in their speaking vocabulary	Produce and use new vocabulary and concepts that utilize the full range of words in their speaking vocabulary	W.7.1.4 W.7.1.6 W.7.2.5

Standard 10: Craftsmanship  
Students shall develop personal style and voice as they approach the craftsmanship of writing.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.K-2.9 Examine writing for progress	Select words when prompted (e.g. using word wall, personal dictionaries, etc.)	Select words when prompted (e.g. using word wall, personal dictionaries, etc.)	Select more precise words when prompted and examine written work with teacher guidance to determine progress in writing and work habits	Select more precise words when prompted and examine written work with teacher guidance to determine progress in writing and work habits	Select more precise words when prompted and examine written work with teacher guidance to determine progress in writing and work habits	W.7.1.5 W.7.1.7 W.7.2.8



Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.3-5.1 Use a variety of strategies to plan writing	Use planning strategies/ organizers: - list key class generated vocabulary words - organize ideas using graphic organizers (i.e., webbing, mapping, formal outlining with main topics - use illustrations to demonstrate an awareness of purpose/audience - select appropriate resources for personal and informational writing	Use planning strategies/ organizers: - create a graphic organizer with class - organize ideas using graphic organizers (i.e., webbing, mapping, formal outlining with main topics - use single words or phrases to demonstrate an awareness of purpose/audience - select appropriate resources for personal and informational writing	Use planning strategies/ organizers: - organize writing to convey a central idea - use visual representations, charts, etc. to generate ideas using strategies such as observing and brainstorming - use simple words or phrases to demonstrate an awareness of purpose/audience with emphasis on expository and letter writing - select appropriate resources for personal and informational writing	Use planning strategies/ organizers: - organize writing to convey a central idea - generate ideas using reading, discussing, focused free writing, observing, and brainstorming - organize ideas by using graphic organizers (i.e., webbing, mapping, and formal outlining with main topics) - use simple words or phrases to demonstrate an awareness of purpose/audience with emphasis on expository and letter writing - select appropriate resources for personal and informational writing	Use planning strategies/ organizers: - organize writing to convey a central idea - generate ideas using reading, discussing, focused free writing, observing, and brainstorming - organize ideas by using graphic organizers (i.e., webbing, mapping, and formal outlining with main topics) - select appropriate resources and technology for collecting information for personal and informational writing - organize expository paragraphs that include a topic sentence, supporting details, and a conclusion sentence	W.4.3.1 W.4.4.1 W.4.5.1 W.4.5.2 W.4.3.3 W.4.5.3 W.4.3.4 W.4.3.5 W.4.4.4 W.4.5.4 W.4.5.6

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.3-5.2 Develop drafts	Place information in categories using graphic organizers (e.g., pictures of people, places, and things) to emphasize central idea and basic information	Place information in categories using illustrations and graphic organizers (e.g., pictures of people, places, and things) to emphasize central idea and basic information using simple words and phrases,	Develop drafts by: - sorting information into categories for paragraphs - creating an introductory sentence - using a graphic organizer to emphasize central idea and basic information using simple words and phrases	Develop drafts by: - sorting information into categories for paragraphs - create well-developed introductory and concluding paragraphs - create an introduction that hooks the reader - develop strong closure - writing related paragraphs on the same topic - drafting information collected during reading and/or research into writing - using prewriting to draft expository paragraphs within an essay with emphasis on the following: - central idea - explanation - elaboration - unity - purpose and audience	Develop drafts by: - sorting information into categories for paragraphs - create well-developed introductory hooks the reader and strong concluding paragraphs - writing related paragraphs on the same topic - drafting information collected during reading and/or research into writing - using prewriting to draft expository paragraphs within an essay with emphasis on the following: - central idea - explanation - elaboration - unity - purpose - audience - descriptive details	W.4.3.6 W.4.4.5 W.4.3.7 W.4.4.6 W.4.4.7 W.4.4.8 W.4.4.9 W.4.5.5 W.4.3.2 W.4.3.8

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.3-5.3 Revise writing	Organize key vocabulary with teacher support and revise as a group	Practice writing vocabulary through illustrations with teacher support using: - a revision checklist developed by the class to revise writing - illustrations - simple words and phrases to revise style for selected vocabulary and information	Read and revise writing based on teacher conference using: - a revision checklist as a group to revise writing - illustrations - simple words and phrases to revise style for selected vocabulary and information - an effective lead sentence for each paragraph by using questions or exclamations	Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference using: - a checklist developed by the class to independently revise writing - elements of style, including word choice and sentence variation, coherence, and logical support of ideas	Revise writing for organization, precise vocabulary, and purposefully selected information from peer responses and teacher conference using: - drafts for coherence, style, content and logical support of ideas based on peer responses and teacher conferences	W.4.3.9 W.4.3.10 W.4.4.10 W.4.4.11 W.4.4.12 W.4.5.10 W.4.5.6 W.4.5.11 W.4.5.7 W.4.5.8 W.4.5.9

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.3-5.4 Edit writing	Edit for spelling, usage, punctuation, capitalization, and sentence structure with peers or during teacher conferences	Edit for spelling, usage, punctuation, capitalization, a standard word order, and sentence structure with the peers or during teacher conferences	Edit for spelling, usage, punctuation, capitalization, sentence formation, standard word order, mechanics, and formatting as a group or in groups with the aid of a checklist	Edit for spelling, usage, punctuation, capitalization, sentence formation, standard word order, mechanics, formatting, standard inflections, agreement, word meaning, and appropriate grade-level conventions as a group or in groups	Edit individually or in groups for appropriate grade-level conventions, within the following features: <ul style="list-style-type: none"> <li>- sentence formation</li> <li>- completeness</li> <li>- absence of fused sentences</li> <li>- expansion through standard coordination and modifiers</li> <li>- embedding through standard subordination and modifiers</li> <li>- standard word order</li> <li>- usage</li> <li>- standard inflections</li> <li>- agreement</li> <li>- word meaning</li> <li>- conventions</li> <li>- mechanics</li> <li>- capitalization</li> <li>- punctuation</li> <li>- formatting</li> <li>- spelling</li> </ul>	W.4.4.13 W.4.5.11

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.3-5.5 Publish and share writing	Publish/share approximately ten pieces (i.e., illustrations, rewriting or typing/word processing, charts, and diagrams) for: - purpose and audience using available technology for sharing and/or publishing - prepare a portfolio for publication	Publish approximately ten pieces (i.e., illustrations, rewriting or typing/word processing, charts, and diagrams,) and - publish/share according to purpose and audience - use available technology for sharing and/or publishing - prepare a portfolio for publication - select pieces for a writing portfolio that demonstrates success in writing in a variety of genres for different audiences, purposes, and formats	Publish approximately ten pieces (i.e., illustrations, rewriting or typing/word processing, charts, and diagrams) and - publish/share according to purpose and audience - use available technology for sharing and/or publishing - prepare a portfolio for publication - select pieces for a writing portfolio that demonstrates success in writing in a variety of genres for different audiences, purposes, and formats - maintain a writing portfolio that exhibits growth in meeting goals and expectations	Publish approximately ten pieces (i.e., illustrations, rewriting or typing/word processing, charts, and diagrams) and - publish/share according to purpose and audience - use available technology for sharing and/or publishing - prepare a portfolio for publication - select pieces for a writing portfolio that demonstrates success in writing in a variety of genres for different audiences, purposes, and formats - maintain a writing portfolio that exhibits growth in meeting goals and expectations	Publish approximately ten pieces (i.e., illustrations, rewriting or typing/word processing, charts, and diagrams) and - publish/share according to purpose and audience - use available technology for sharing and/or publishing - prepare a portfolio for publication - select pieces for a writing portfolio that demonstrates success in writing in a variety of genres for different audiences, purposes, and formats - maintain a writing portfolio that exhibits growth in meeting goals and expectations	W.4.3.13 W.4.3.14 W.4.5.14 W.4.3.15 W.4.4.15 W.4.5.12 W.4.3.16 W.4.4.16 W.4.5.13

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.8.3-5.1 Write daily for a variety of purposes	<p>Illustrate for a specific purposes and audiences with teacher support for:</p> <ul style="list-style-type: none"> <li>- a general audience</li> <li>- Describe and inform in simple words and phrases</li> <li>- Select the form of writing that addresses the intended audience (e.g. invitation to class party)</li> </ul>	<p>Write simple narratives using graphic organizers for supports</p> <ul style="list-style-type: none"> <li>- Write and illustrate to reflect ideas/interpretations of multicultural and universal themes on concepts</li> <li>- With teacher guidance, illustrate and write with and without prompts</li> </ul>	<p>Write for a specific purpose and audience with simple words and phrases</p> <ul style="list-style-type: none"> <li>- Write for a general audience (i.e., newspaper and website, etc.)</li> <li>- Describe and inform in simple sentences</li> <li>- Select the form of writing that addresses the intended audience</li> <li>- Summarize a fable and/or tall tale with group</li> </ul>	<p>Write simple sentences for a specific purpose and audience</p> <ul style="list-style-type: none"> <li>- Write for a general audience (i.e., newspaper and website, etc.)</li> <li>- Describe, inform, entertain, and persuade</li> <li>- Write to define, clarify, develop ideas, and express creativity</li> <li>- Record reactions to personal and school related experiences</li> </ul>	<p>Write for a specific purpose and audience</p> <ul style="list-style-type: none"> <li>- Write for a general audience (i.e., newspaper and website, etc.)</li> <li>- Describe, inform, entertain, and persuade</li> <li>- Write to define, clarify, develop ideas, and express creativity</li> <li>- Record reactions to personal and school related experiences</li> <li>- Select the form of writing that addresses the intended audience</li> </ul>	<p>W.5.3.1 W.5.4.1 W.5.3.2 W.5.4.2 W.5.5.1 W.5.5.3 W.5.5.2 W.5.4.3 W.5.3.4 W.5.4.5 W.5.3.6 W.5.3.7 W.5.4.6 W.5.4.8 W.5.4.9 W.5.5.6 W.5.3.10 W.5.4.10 W.5.5.9 W.5.5.7 W.5.5.10</p>

## Standard 9: Purpose, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.9.3-5.1 Write poetry	Illustrate class poems using a variety of techniques with emphasis on illustrating patterned poetry	Write class poems following a simple format with emphasis on writing patterned poetry	Write poems using a variety of techniques with emphasis on writing patterned and poetry - Write cinquains and diamantes using a template	Write poems using a variety of techniques/ devices, with emphasis on writing patterned and rhymed poetry - Write cinquains and diamantes	Write poems using a variety of techniques/ devices, with emphasis on writing patterned and rhymed poetry Write cinquains and diamantes - Write free verse and limericks	W.5.5.4 W.5.3.8 W.5.4.7

## Standard 9: Purpose, Topics, Forms and Audiences

Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.9.3-5.2 Respond to a variety of literature	Respond to literature with illustrations and/or words	Write key vocabulary words on the main idea of a reading selection using words or phrases	Write summaries based on the main idea of a reading selection and its most significant details	Explain connections between text and world	Respond to literature with specific reference to the text	W.5.3.9 W.5.3.5 W.5.4.9 W.5.5.5 W.5.5.8



	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.1 Write a variety of sentences	Practice writing simple sentences from the board and illustrate simple sentences for basic interpersonal communication	Identify parts of sentences as a group with teacher support	Write a variety of simple, compound, and complex sentences (i.e., completeness and standard word order) for interpersonal communication	Write different kinds of sentences - declarative - interrogative - imperative - exclamatory	Use compound subjects and predicates to combine simple sentences for more effective writing style	W.6.3.1 W.6.4.1 W.6.5.1 W.6.3.2 W.6.4.2 W.6.5.2 W.6.3.3 W.6.4.3 W.6.5.3 W.6.3.4 W.6.5.4 W.6.5.6

Grades 3-5

Strand: Writing

Standard 10: Conventions

Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.2 Use standard English conventions	Use singular possessives with teacher support	Use the pronouns I and me correctly in sentences	Apply conventions of grammar with emphasis on the following: - subject-verb agreement - possessive pronouns	Employ standard English usage in writing, including subject-verb agreement, pronoun referents, and parts of speech	Use standard English conventions	W.6.4.5 W.6.3.5 W.6.5.5 W.6.3.8 W.6.3.7 W.6.4.4 W.6.3.6 W.6.4.6 W.6.4.7 W.6.4.8 W.6.4.9 W.6.5.7

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.3 Spell words	Spell high frequency words that relate to basic interpersonal communication	Use less common visual patterns to spell familiar words with teacher support	Use knowledge of suffixes to correctly spell words	Use inflectional ending patterns (i.e., consonant doubling, dropping e, changing y to i )	Spell words (i.e., homophones in context, multisyllabic words)	W.6.3.9 W.6.4.10 W.6.5.8 W.6.3.10 W.6.3.11 W.6.3.12 W.6.3.13 W.6.4.11 W.6.5.9

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.4 Use capital letters	Distinguish between lowercase and capital letters	Identify words that should be capitalized	Use capital letters for emphasis (e.g., newspapers, titles of books)	Use capital letters for emphasis - Capitalize titles and abbreviations - Demonstrate accurate use of capital letters - Capitalize dialogue in writing	Apply conventional rules of capitalization in writing	W.6.3.14 W.6.3.15 W.6.4.13 W.6.4.14 W.6.5.10

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.5 Use punctuation marks	Select correct ending punctuation of sentences from as a group	Use simple abbreviations in context	Use sentence meaning to determine correct ending punctuation	Apply conventional rules of punctuation in writing -End marks	Apply conventional rules of punctuation in writing - End marks - Quotation marks - Comma in a series - Comma in compound sentences - Comma in complex sentence - Comma in direct address	W.6.3.16 W.6.3.17 W.6.3.18 W.6.4.15 W.6.4.16 W.6.4.17 W.6.4.18 W.6.4.19 W.6.5.11

Grades 3-5

Strand: Writing

Standard 10: Conventions

Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.6 Practice writing techniques	Write legibly using block print and begin to write legibly in cursive	Practice technique of indenting paragraphs by copying from board or worksheet	Write legibly in cursive - Indent to show paragraphs - Indicate paragraphs using indentation or block style	Write legibly in cursive - Indent to show paragraphs - Format writing appropriately according to audience, purpose, and form - Indicate paragraphs using indentation or block style	Write legibly in cursive - Indent to show paragraphs - Format writing appropriately according to audience, purpose, and form - Indicate paragraphs using indentation or block style	W.6.3.19 W.6.3.20 W.6.4.20 W.6.4.21

Grades 3-5

Strand: Writing

Standard 10: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.7 Use organizational structure	Arrange ideas and use steps in a logical sequence to write a simple paragraph	Include relevant information and elaboration on the topic with teacher support	Use figurative language purposefully (e.g., simile and metaphor) to shape and control language (e.g., sweet tooth)	Engage the reader by developing a lead and a sense of closure using transition words	Use organizational structure that is useful to the reader	W.7.3.1 W.7.4.1 W.7.5.1 W.7.3.2 W.7.3.3 W.7.4.2 W.7.5.6 W.7.3.4 W.7.5.3

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.3-5.8 Use purposeful, descriptive language for emphasis or elaboration	Use nouns and adjectives (e.g., descriptions and names of characters) appropriate to the text	Use nouns, simple present tense verbs, adjectives	Use such descriptive language as action verbs, specific nouns, vivid adjectives, and adverbs to add interest to writing	Use diagrams, charts, or illustrations appropriate to the text	Use purposeful, descriptive language for emphasis or elaboration	W.7.4.3 W.7.4.4 W.7.4.5 W.7.4.6 W.7.5.4
ELPW.10.3-5.9 Use a variety of sentences	Illustrate and write simple sentences for basic interpersonal communication	Illustrate and write simple sentence types for the completion of a task	Write a variety of sentence types and lengths for basic interpersonal communication	Write a variety of sentence types and lengths and include a lead and conclusion for basic interpersonal communication	Write a variety of sentence types and lengths and include a lead and conclusion for the completion of a task	W.7.5.2 W.7.5.5



Grades 3-5

Strand: Writing

Standard 10: Craftsmanship

Students shall develop personal style and voice as they approach the craftsmanship of writing.

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.3-5.10 Respond to the writing of others	Respond to the writing of others by giving feedback using a teacher- made rubric with illustrations	Respond to the writing of others by giving specific feedback on the clarity and logical order using a teacher-made rubric	Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order using a teacher- made rubric	Respond to the writing of others by giving specific feedback on the clarity, coherence, and logical order using a class-made rubric	Respond to the writing of others by giving specific feedback on the clarity, coherence, logical order, elaboration, and support of ideas using a class-made rubric	W.7.3.8 W.7.4.7

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.3-5.11 Evaluate writing	Evaluate writing using a writer's checklist or scoring guides/rubrics to match aspects of writing with examples	Evaluate writing using a writer's checklist or scoring guides/rubrics and give feedback during peer editing with teacher assistance	Evaluate writing using a writer's checklist or scoring guides/rubrics and give feedback on the most effective features of a piece of writing using criteria generated by the teacher or class	Evaluate written work to determine progress in writing and work habits and explain personal changes over time	Evaluate a peer's writing and self-evaluate writing using a writer's checklist or scoring guides/rubrics and give feedback	W.7.4.8 W.7.3.9 W.7.5.7 W.7.3.10 W.7.5.8

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.6-8.1 Apply prewriting strategies	Generate ideas by selecting and applying appropriate prewriting strategies which shall include observing through the use of: - visual aids - copying notes from the board	Generate ideas by selecting and applying appropriate prewriting strategies which shall include observing through use of: - visual aids - copy notes from the board - simple words and phrases - reading/learning logs - interview - classmate and take notes	Generate ideas by selecting and applying appropriate prewriting strategies which shall include observing through use of: - visual aids - copy notes from the board - simple words and phrases - reading/learning logs - interview - classmate and take notes - write a brief paragraph	Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	Generate ideas by selecting and applying appropriate prewriting strategies which shall include reading, discussing, observing, brainstorming, focused and unfocused free-writing, and reading/learning logs	W.4.6.1 W.4.7.1 W.4.8.1
ELPW.7.6-8.2 Organize ideas using graphic organizers	Participate with class organizing ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, T-charts with main topics	Participate with class organizing ideas by using such graphic organizers as webbing, mapping charts/graphs, Venn diagrams, T-charts with main topics	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics	Organize ideas by using such graphic organizers as webbing, mapping, charts/graphs, and formal outlining with main topics and sub-topics	W.4.6.2 W.4.7.2 W.4.8.2
ELPW.7.6-8.3 Determine purpose and audience for writing.	Using illustrations demonstrate an awareness of purpose and audience	Using single words or phrases, demonstrate an awareness of purpose and audience.	Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing.	Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing.	Demonstrate an awareness of purpose and audience for all modes of written discourse	W.4.6.3 W.4.7.3 W.4.8.3

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.6-8.4 Use available technology	Use available technology to access information	Use available technology to access information	Use available technology to access information and to document interviews in simple phrases and sentences	Use available technology to access information and to document interviews	Use available technology to access information and to document interviews	W.4.6.4 W.4.7.4 W.4.8.4
ELPW.7.6-8.5 Create a draft	Illustrate and use graphic organizers using key vocabulary to convey central idea	Illustrate and use graphic organizers using key vocabulary to convey central idea with teacher modeling, class creates a draft for expository writing with emphasis on organization	Create a draft for expository writing with emphasis on organization by sentence organization,-- introduction, main points and conclusion.	Create a draft for expository writing with emphasis on organization by paragraphs -- introduction, main points with some elaboration, and conclusion—	Create a draft for persuasive or expository writing with emphasis on organization by paragraphs -- introduction, main points with elaboration, and conclusion—	W.4.6.5 W.4.7.5 W.4.8.5 W.4.6.6 W.4.7.6

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.7.6-8.6 Create an effective lead	With teacher modeling or as a class, create an introductory paragraph by using basic dialogue or a description of a character or setting or questions	As a class, create an introductory paragraph by using basic dialogues/phrases, by using dialogue, or a description of a character or setting, using quotes or questions	Create a lead paragraph by using simple phrases or sentences using dialogue or a description of a character or setting using quotes or questions	Create an effective lead paragraph by using dialogue or a description of a character or setting by using quotes, or questions with the last sentence as a thesis statement with frequent errors	Create an effective lead paragraph by using dialogue or a description of a character or setting by using quotes, or questions with the last sentence as a thesis statement	W.4.6.7 W.4.7.7 W.4.8.6

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.6-8.7 Revise	Revise, using teacher modeling or as a class, basic content of text related to basic interpersonal skills using key vocabulary for central idea.	Revise, using teacher modeling or as a class, basic content for text related to basic interpersonal skills using single words and phrases and key vocabulary related to style for central idea.	Revise, using teacher modeling, checklist, and/or peer collaboration content/style for using phrases and simple sentences for - central idea - organization - unity - elaboration (e.g., explanation, examples, description, etc.)	Revise content/ style for - sentence variety - tone - voice for - central idea - organization - unity - elaboration (e.g., explanation, examples, description, etc.) - clarity with frequent errors using peer and/or teacher collaboration	Revise content/style for - central idea - organization - unity - elaboration (e.g., explanation, examples, description, etc.) - clarity - sentence variety - tone - voice - sentence variety - selected vocabulary - selected information using various tools/methods, such as peer and/or teacher collaboration, a revision checklist, rubric, and/or reference materials (e.g., dictionary, thesaurus, etc.)	W.4.6.8 W.4.7.8 W.4.8.7 W.4.6.9 W.4.7.9 W.4.8.9 W.4.6.10 W.4.7.10 W.4.8.9

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.6-8.8 Edit to credit a polished product	<p>Edit with full group and teacher modeling for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>- sentence formation</li> <li>- completeness</li> <li>- standard word order</li> <li>(subject/verb)</li> <li>- capitalization</li> <li>- punctuation</li> <li>- spelling</li> </ul>	<p>Edit with full group and teacher modeling for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>- sentence formation</li> <li>- completeness</li> <li>- standard word order</li> <li>(subject/verb)</li> <li>- capitalization</li> <li>- punctuation</li> <li>- spelling</li> </ul>	<p>Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>- sentence formation</li> <li>- completeness</li> <li>- expansion through basic standard coordination and modifiers (adjectives &amp; adverbs)</li> <li>- embedding through standard subordination and modifiers</li> <li>- standard word order</li> <li>- usage</li> <li>- standard inflections</li> <li>- agreement</li> <li>- word meaning</li> <li>- conventions</li> <li>- mechanics</li> <li>- capitalization</li> <li>- punctuation</li> <li>- formatting</li> <li>- spelling</li> </ul>	<p>Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>- sentence formation</li> <li>- completeness</li> <li>- absence of fused sentences</li> <li>- expansion through basic standard coordination and modifiers</li> <li>- embedding through standard subordination and modifiers</li> <li>- standard word order</li> <li>- usage</li> <li>- standard inflections</li> <li>- agreement</li> <li>- word meaning</li> <li>- conventions</li> <li>- mechanics</li> <li>- capitalization</li> <li>- punctuation</li> <li>- formatting</li> <li>- spelling</li> </ul>	<p>Edit individually or in groups for appropriate grade-level conventions, within the following features:</p> <ul style="list-style-type: none"> <li>- sentence formation</li> <li>- completeness</li> <li>- absence of fused sentences</li> <li>- expansion through basic standard coordination and modifiers</li> <li>- embedding through standard subordination and modifiers</li> <li>- standard word order</li> <li>- usage</li> <li>- standard inflections</li> <li>- agreement</li> <li>- word meaning</li> <li>- conventions</li> <li>- mechanics</li> <li>- capitalization</li> <li>- punctuation</li> <li>- formatting</li> <li>- spelling</li> </ul>	<p>W.4.6.11 W.4.7.11 W.4.8.10</p>

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Publishing	ELPW.7.6-8.9 Publish using available technology	Use available technology for sharing and/or publication	Use available technology for sharing and/or publication	Use available technology for sharing and/or publication	Use available technology for sharing and/or publication	Use available technology for sharing and/or publication of a final product or to experiment with various formats	W.4.6.12 W.4.7.12 W.4.8.11
	ELPW.7.6-8.10 Maintain a writing portfolio	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	Maintain a writing portfolio that exhibits growth in meeting goals and expectations	W.4.6.13 W.4.7.13 W.4.8.12
	ELPW.7.6-8.11 Publish a final piece	Publish/share according to purpose and audience	Publish/share according to purpose and audience	Publish/share according to purpose and audience	Publish/share according to purpose and audience	Publish/share according to purpose and audience	W.4.6.14 W.4.7.14 W.4.8.13



Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.8.6-8.1 Write for various purposes	Inform through illustrations and simple words a narrative, expository, or descriptive piece that addresses the intended audience, including class poems following a simple format with grade level emphasis	Inform through illustrations and simple words a narrative, expository, or descriptive piece that addresses the intended audience, including class poems following a simple format with grade level emphasis	Inform through illustrations, simple words, and phrases a narrative, expository, or descriptive piece that addresses the intended audience, including poems, using a variety of techniques & devices, with grade level emphasis	Inform through simple paragraphs and phrases a narrative, expository, persuasive, or descriptive piece that addresses the intended audience, including poems, using a variety of techniques & devices, with grade level emphasis	Write to develop narrative, expository, descriptive, and persuasive pieces that addresses the intended audience, including poems, using a variety of techniques & devices, with grade level emphasis	W.5.6.1 W.5.7.1 W.5.8.1 W.5.6.2 W.5.7.2 W.5.8.2 W.5.6.3 W.5.7.3 W.5.8.3 W.5.6.4 W.5.7.4 W.5.8.4

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Topics and Forms	ELPW.8.6-8.2 Write research papers	Research through illustrations.	Research through illustrations and simple phrases.	Write research reports paraphrasing.	Write research reports paraphrasing.	Write research reports using a variety of sources, summarizing, and paraphrasing.	W.5.6.5 W.5.7.5 W.5.8.5
	ELPW.8.6-8.3 Write to address multicultural concepts	Illustrate to reflect ideas/interpretations of multicultural and universal themes on concepts	Illustrate and write to reflect ideas/interpretations of multicultural and universal themes on concepts	Illustrate and write to reflect ideas/interpretations of multicultural and universal themes on concepts	Write to reflect ideas/interpretations of multicultural and universal themes on concepts	Write to reflect ideas/interpretations of multicultural and universal themes on concepts	W.5.6.6 W.5.7.6 W.5.8.6
	ELPW.8.6-8.4 Write for a sustained period of time	Illustrate and write words with a graphically supported prompt for a sustained period of time	Write words and simple sentences with and without prompts for a sustained period of time	Write with and without prompts for a sustained period of time	Write on demand with and without prompts for a sustained period of time	Write on demand with and without prompts for a sustained period of time	W.5.6.7 W.5.7.7 W.5.8.7 W.5.6.9 W.5.7.9 W.5.8.9

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Topics and Forms	ELPW.8.6-8.5 Respond to literature	Illustrate a response to literature	Using basic sentence structures, illustrate a response to literature	Write responses to literature that demonstrate understanding or interpretation	Write responses to literature that demonstrate understanding or interpretation	Write responses to literature that demonstrate understanding or interpretation	W.5.6.8 W.5.7.8 W.5.8.8
	ELPW.8.6-8.6 Write across the curriculum	Illustrate and/or write across the curriculum	Write across the curriculum using simple words and phrases	Write across the curriculum	Write across the curriculum	Write across the curriculum	W.5.6.10

Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Sentence Formation	ELPW.8.6-8.7 Use simple and compound sentences	Illustrate simple sentences	Illustrate and write simple sentences using pictographs	Use a variety of simple sentences - declarative - interrogative - exclamatory	Use a variety of simple and compound including compound subjects and predicate for sentences of varied lengths and style including - declarative - interrogative - exclamatory	Use a variety of simple and compound and complex sentences with compound subject and predicate of varied lengths and style including - declarative - interrogative - imperative - exclamatory	W.6.6.1 W.6.6.2 W.6.7.1 W.6.8.1 W.6.6.3 W.6.7.2 W.6.8.2
	ELPW.8.6-8.8 Use inverted sentences	N/A	N/A	Identify, manipulate and create natural and inverted sentences for emphasis and variety with teacher support	Identify and create natural and inverted sentences for emphasis and variety In a group,	Define, identify and create natural and inverted sentences for emphasis and variety.	W.6.6.4 W.6.7.3 W.6.8.3

Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Sentence Formation	ELPW.8.6-8.9 Identify and correct fragments and run-ons	N/A	N/A	Identify fragments and run-ons	Identify and correct fragments and run-ons	Identify and correct fragments and run-ons; also comma splices and fused sentences depending on grade level	W.6.6.5 W.6.7.4 W.6.8.4
	ELPW.8.6-8.10 Construct and Identify effective sentences	Identify effective sentence formation with teacher support	Construct and analyze effective sentence formation with teacher support,	Construct effective sentence and analyze effective sentence in groups	Construct analyze effective sentence with frequent errors	Use knowledge of the parts of speech to construct and analyze effective sentence formation	W.6.6.6 W.6.7.5 W.6.8.5

Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Usage	ELPW.9.6-8.1 Apply conventions of grammar	Apply basic conventions of grammar with teacher support	Apply basic conventions of grammar with teacher support or in small group,	Apply conventions of basic grammar with errors	Apply conventions of grammar with grade level emphasis with some errors	Apply conventions of grammar with grade level emphasis	W.6.6.7 W.6.8.6
Spelling	ELPW.9.6-8.2 Apply correct spelling	Identify correctly spelled words with teacher support,	Spell simple high frequency words correctly with teacher support,	Spell high frequency and known simple words correctly	Spell high frequency and known simple words correctly, making errors with unconventional and irregular spellings	Spell words correctly in all writing	W.6.6.8 W.6.7.7 W.6.8.7 W.6.6.9
Capitalization	ELPW.9.6-8.3 Use capitalization correctly	Apply conventional rules of basic capitalization in writing with teacher support,	Apply conventional rules of basic capitalization in writing with teacher support,	Apply conventional rules of capitalization in writing	Apply conventional rules of capitalization in writing	Apply conventional rules of capitalization in writing	W.6.6.10 W.6.7.8 W.6.8.8
Punctuation	ELPW.9.6-8.4 Use conventional rules of punctuation	Apply conventional rules of punctuation in writing with teacher support,	Apply conventional rules of punctuation in writing with grade level emphasis with teacher support,	Apply conventional rules of punctuation in writing with grade level emphasis while making frequent errors	Apply conventional rules of punctuation in writing with grade level emphasis, edit with peer collaboration	Apply conventional rules of punctuation in writing with grade level emphasis (i.e., end and quotation marks, commas, semi-colons, double and single quotation marks in dialogue).	W.6.6.11 W.6.7.9 W.6.7.10 W.6.7.11 W.6.7.12 W.6.8.9 W.6.8.10

Standard 10 Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.6-8.1 Use figurative language	N/A	N/A	Use simple figurative language with frequent errors	Use figurative language with grade level emphasis with some errors	Use figurative language purposefully with grade level emphasis (i.e., onomatopoeia, personification, alliteration, etc.) to shape and control language to affect readers	W.7.6.1 W.7.7.1 W.7.8.1
ELPW.10.6-8.2 Use a variety of sentence types	Copy a variety of simple sentence types with teacher support	Copy and use a variety of simple sentence types with teacher support	Use a variety of sentence types and lengths with frequent errors	Use a variety of sentence types and lengths with some errors	Use a variety of sentence types and lengths	W.7.6.2 W.7.7.2 W.7.8.2
ELPW.10.6-8.3 Use repetition for effect	N/A	Use word repetition for effect	Use word or sentence repetition for effect, with teacher support	Use word or sentence repetition for effect	Use word or sentence repetition for effect	W.7.6.3 W.7.7.3 W.7.8.3
ELPW.10.6-8.4 Use transition words/phrases	Copy transition words	Copy transition words	Use transition words/phrases	Use transition words/phrases	Use transition words/phrases	W.7.6.4 W.7.7.4 W.7.8.4
ELPW.10.6-8.5 Use purposeful vocabulary	Write key vocabulary	Write key vocabulary	Use purposeful vocabulary for developing grade level appropriate voice, with teacher support	Use vocabulary for emphasis developing grade level appropriate style, voice, or tone	Use purposeful vocabulary for developing grade level appropriate style, voice, or tone	W.7.6.5 W.7.7.5 W.7.8.5

Standard 10: Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.6-8.6 Create a lead and conclusion	N/A	Through illustration and single words, create a lead and conclusion	Create a lead and conclusion using simple sentences	Create an effective lead and conclusion	Create a strong lead and conclusion	W.7.6.6 W.7.7.6 W.7.8.6
ELPW.10.6-8.7 Narrow the time focus of a piece of writing	Narrow the time focus of a piece of writing	Narrow the time focus of a piece of writing	Narrow the time focus of a piece of writing (e.g., simple past personal experience)	Narrow the time focus of a piece of writing	Narrow the time focus of a piece of writing (i.e., flashback/time transitions)	W.7.6.7 W.7.7.7 W.7.8.7
ELPW.10.6-8.8 Use various writing techniques	N/A	N/A	With teacher support, identify effective topic sentence placement	With teacher support, create effective topic sentence placement and simple grade level emphasis techniques	Vary the placement of topic sentences, and use grade level emphasis techniques effectively	W.7.7.8 W.7.7.9 W.7.7.10 W.7.8.7 W.7.8.7 W.7.8.9
ELPW.10.6-8.9 Use writer's checklist and/or scoring guide/rubrics	N/A	Use a checklist with explicit support and direction	Use teacher guided checklist to improve written work	Use writer's checklist or scoring guides/rubrics to improve written work	Use writer's checklist or scoring guides/rubrics to improve written work	W.7.6.8 W.7.7.11 W.7.8.10
ELPW.10.6-8.10 Self-evaluate writing	N/A	N/A	Self-evaluate writing using checklist or scoring guides/rubrics, with teacher and/or group support	Self-evaluate writing using checklist or scoring guides/rubrics	Self-evaluate writing using checklist or scoring guides/rubrics	W.7.6.9 W.7.7.12 W.7.8.11



Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Prewriting	ELPW.7.9-12.1 Prewriting	Generate ideas for writing with full group, (e.g., drawing, key vocabulary words)	Generate ideas for writing with full group, (e.g., graphic organizer)	Generate and organize ideas for writing using simple sentences (e.g., graphic organizers)	Generate, gather, and organize ideas for writing with grade level emphasis to address purpose and audience	Generate, gather, and organize ideas for writing with grade level emphasis to address purpose and audience (i.e., description, or exposition, or persuasion)	W.4.9.1 W.4.9.2 W.4.10.1 W.4.11.1 W.4.12.1
Drafting	ELPW.7.9-12.2 Communicate clearly using varied sentences	Illustrate and copy simple sentences	Illustrate and copy simple sentences	Communicate clearly the purpose of the writing using simple sentences and phrases	Communicate clearly the purpose of the writing using varied sentences	Communicate clearly the purpose of the writing using varied sentences	W.4.9.3 W.4.10.2 W.4.11.2 W.4.12.2 W.4.9.4 W.4.10.3 W.4.11.3 W.4.12.3
	ELPW.7.9-12.3 Elaborate ideas	N/A	Write simple sentences using key words to elaborate ideas (e.g., adjectives)	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information with simple sentences and descriptors (e.g., adverbs)	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information using varied work choices and descriptions	Elaborate ideas clearly and accurately through word choice, vivid description, and selected information	W.4.9.5 W.4.10.4 W.4.11.4 W.4.12.4
	ELPW.7.9-12.4 Adapt writing to audience, purpose, and situation	Respond to ideas for writing with specific audience and purpose (e.g., drawing)	Respond to ideas for writing with specific audience and purpose (e.g., graphic organizer)	Generate and organize ideas for writing of simple sentences with specific audience and purpose (e.g., graphic organizers)	Adapt content vocabulary, voice and tone to audience, purpose, and situation	Adapt content vocabulary, voice and tone to audience, purpose, and situation	W.4.9.6 W.4.10.5 W.4.11.5 W.4.12.5

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.7.9-12.5 Arrange paragraphs	Arrange simple sentences into a logical progression using sentence strips and storyboard	Arrange simple paragraphs into a logical progression using sentence strips	Arrange simple paragraphs into a logical progression using transition words	Arrange paragraphs into a logical progression with appropriate simple transition	Arrange paragraphs into a logical progression with appropriate transition	W.4.9.7 W.4.10.6 W.4.11.6 W.4.12.6
Revising ELPW.7.9-12.6 Revise writing	N/A	Revise writing with teacher or peer support	Revise content of writing for central idea using various tools/methods (i.e., with teacher collaboration, a checklist, rubric, and/or reference materials)	Revise content of writing for central idea, elaboration, unity, and organization - Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice	Revise content of writing for central idea, elaboration, unity, and organization - Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice	W.4.9.8 W.4.10.7 W.4.11.7 W.4.12.7 W.4.9.9
ELPW.7.9-12.7 Revise sentence formation	N/A	Revise teacher generated sentences for completeness, standard word order	Revise sentence for completeness and standard word order, absence of fused sentence,	Revise sentence for completeness and standard word order, absence of fused sentence,	Revise sentence formation in writing for completeness, coordination, subordination,	W.4.9.10 W.4.10.9 W.4.11.9 W.4.12.9
Editing ELPW.7.9-12.8 Apply grammatical conventions	N/A	Edit simple sentences with teacher/peer support	Edit for simple mechanical conventions, agreement, and word meaning with teacher/peer collaboration; edit for capitalization, punctuation, formatting, and spelling	Edit for standard inflections, agreement, word meaning, and conventions and for capitalization, punctuation, formatting, and spelling	Edit for standard inflections, agreement, word meaning, and conventions and for capitalization, punctuation, formatting, and spelling	W.4.9.11 W.4.10.10 W.4.11.11. W.4.12.11 W.4.9.12 W.4.10.11 W.4.11.12 W.4.12.12

Standard 7: Process: Students shall employ a wide range of strategies as they write, using the writing process appropriately

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Publishing	ELPW.7.9-12.9 Publish	Illustrate and publish for intended audiences and purposes	Illustrate and publish for intended audiences and purposes	Refine selected pieces to publish for intended audiences and purposes, with teacher support	Refine selected pieces frequently to publish for intended audiences and purposes with peers	Refine selected pieces frequently to publish for intended audiences and purposes	W.4.9.13 W.4.10.12 W.4.11.13 W.4.12.13
	ELPW.7.9-12.10 Maintain a writing portfolio	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	Maintain a writing portfolio that exhibits growth and reflection in the progress of meeting goals and expectations	W.4.9.14 W.4.10.13 W.4.11.14 W.4.12.14
	ELPW.7.9-12.11 Use available technology	Use available technology for all aspects of the writing process	Use available technology for all aspects of the writing process	Use available technology for all aspects of the writing process	Use available technology for all aspects of the writing process	Use available technology for all aspects of the writing process	W.4.9.15 W.4.10.14 W.4.11.15 W.4.12.15

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Publishing	ELPW.8.9-12.1 Modify writing for purposes and audiences	N/A	N/A	Adjust levels of formality for different audiences, with teacher support	Adjust levels of formality and style for different audiences with grade level emphasis - use effective rhetorical techniques of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing - use elements of discourse effectively when completing narrative, expository, persuasive, or descriptive writing	Adjust levels of formality, style and tone for different audiences with grade level emphasis - use effective rhetorical techniques of purpose, speaker, audience, and form when completing expressive, persuasive, or literary writing - use elements of discourse effectively when completing narrative, expository, persuasive, or descriptive writing	W.5.9.1 W.5.10.1 W.5.11.1 W.5.12.1

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Topics and Forms	ELPW.8.9-12.2 Write a variety of topics and forms	Illustrate and write basic autobiographical information using a template or storyboard	Write basic autobiographical information with prompts using a graphic organizer	Write a simple biography, autobiography, or short story	Write biographies, autobiographies, and short stories with grade level emphasis - Write expository compositions, including analytical essays and research reports with grade level emphasis	Write biographies, autobiographies, and short stories with grade level emphasis - Write expository compositions, including analytical essays and research reports with grade level emphasis	W.5.9.2 W.5.10.2 W.5.9.3 W.5.10.3 W.5.11.2 W.5.12.2
	ELPW.8.9-12.3 Write using rhetorical strategies	N/A	N/A	N/A	Use rhetorical strategies with grade level emphasis with teacher support	Write using rhetorical strategies with grade level emphasis	W.5.9.4 W.5.10.4 W.5.11.3 W.5.12.3
	ELPW.8.9-12.4 Write letters	Copy and practice a variety of letter forms	Copy and practice a variety of letter forms	Write a variety of letters using simple form and vocabulary with grade level emphasis	Write a variety of letters with grade level emphasis	Write a variety of letters with grade level emphasis	W.5.9.5 W.5.10.5 W.5.12.5 W.5.11.5

	ELPW.8.9-12.5 Write poems	Illustrate a poem	Illustrate a poem	Write a simple poem	Write a simple grade level emphasis poem	Write poems using a range of poetic techniques, forms, and figurative language, with grade level emphasis	W.5.9.6 W.5.10.6 W.5.11.6 W.5.12.6
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Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Respond to literature	ELPW.8.9-12.6 Write responses to literature	Illustrate a main idea response to the literature	Illustrate a main idea response to the literature	Illustrate on demand to a specific prompt within a given time frame using simple sentences and phrases	Illustrate on demand to a specific prompt within a given time frame 2 or more main ideas with evidence from text	Write responses to literature that - articulate the significant ideas of literary works - support important ideas with evidence from text and other grade level emphasis	W.5.9.7 W.5.10.7 W.5.11.7 W.5.12.7
	ELPW.8.9-12.7 Write on demand to a specified prompt within a given time frame	Illustrate on demand to a specific prompt within a given time frame	Illustrate on demand to a specific prompt within a given time frame providing some known words	Write on demand to a specified prompt within a given time frame given a word bank	Write on demand to a specified prompt within a given time frame	Write on demand to a specified prompt within a given time frame	W.5.9.8 W.5.10.8 W.5.11.8 W.5.12.8.
	ELPW.8.9-12.8 Write across the curriculum	Illustrate on demand to a specific prompt across the curriculum with teacher support and guidance	Illustrate on demand to a specific prompt across the curriculum with teacher and peer support and guidance	Write across the curriculum	Write across the curriculum	Write across the curriculum	W.5.9.9 W.5.10.9 W.5.11.9 W.5.12.9
Sentence Formation	ELPW.8.9-12.9 Use knowledge of a variety of sentences for effect	Copy and illustrate effective sentences	As a class with teacher support create effective sentences using grade level emphasis	Use parallel structure with teacher support and grade level emphasis	Use knowledge of types of clauses and verbals for effective writing with grade level emphasis	Use a variety of sentence structures, types, and lengths for effect in writing With grade level emphasis	W.6.9.1 W.6.9.2 W.6.9.3 W.6.10.1 W.6.11.1 W.6.12.1

Standard 8: Purpose, Topics, Forms and Audiences: Students shall demonstrate competency in writing for a variety of purposes, topics and audiences employing a wide range of forms

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Usage	ELPW.8.9-12.10 Apply usage rules	Apply rules for subject/verb agreement using basic information	Apply rules for subject/verb agreement with direct/indirect objects using basic information	Apply rules for subject/verb, direct/indirect objects. And pronoun case writing from known vocabulary (with errors)	Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case (with frequent errors)	Apply rules for the parts of a sentence, including subject/verb, direct/indirect object, predicate nominative/predicate adjective, objective complement, and pronoun case	W.6.9.4 W.6.10.2 W.6.11.2 W.6.12.2 W.6.9.5 W.6.9.6 W.6.9.7 W.6.10.3
Spelling	ELPW.8.9-12.11 Use correct spelling	N/A	Use knowledge of phonemes/ phonics to spell limited vocabulary	Use conventional spelling rules for given sight words and use phonemic knowledge to spell unknown words	Begins to apply conventional spelling to all pieces with errors	Apply conventional spelling to all pieces with some errors	W.6.9.8 W.6.10.4 W.6.11.3 W.6.12.3
Capitalization	ELPW.8.9-12.12 Use correct capitalization	Practice capitalization of proper nouns and beginning sentences	Practice capitalization of proper nouns, beginning sentences and titles (Mr., Dr.)	Begin to apply and practice conventional rules of capitalization (e.g. writing to nouns, sentences, titles)	Apply conventional rules of capitalization in writing with errors	Apply conventional rules of capitalization in writing with some errors	W.6.9.9 W.6.10.5 W.6.11.4 W.6.12.4



Standard 9: Conventions: Students shall apply knowledge of Standard English conventions in written work

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.9.9-12.1 Apply punctuation rules	Copy sentences with correct use of punctuation marks	Practice using simple punctuation correctly	Use simple punctuation	Use punctuation correctly and recognize its effect on sentence structure	Use punctuation correctly and recognize its effect on sentence structure	W.6.9.10 W.6.9.11 W.6.9.12 W.6.10.6 W.6.11.5 W.6.12.5

Standard 10: Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
Purposefully shaping and controlling language	ELPW.10.9-12.1 Use figurative language	N/A	N/A	Use figurative language with teacher support	Use figurative language effectively with grade level emphasis and frequent errors	Use figurative language effectively with grade level emphasis	W.7.9.1 W.7.10.1 W.7.11.1 W.7.12.1
	ELPW.10.9-12.2 Use a variety of sentence structures	N/A	N/A	Develop a variety of sentence structures with teacher support	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest with frequent errors	Use a variety of sentence structures, types, and lengths to contribute to fluency and interest	W.7.9.2 W.7.10.2 W.7.11.2 W.7.12.2
	ELPW.10.9-12.3 Use elements of discourse	N/A	N/A	Identify elements of discourse with grade level emphasis with teacher support	Use such elements of discourse with grade level emphasis	Use such elements of discourse with grade level emphasis	W.7.9.3 W.7.10.3 W.7.11.3 W.7.12.3
	ELPW.10.9-12.4 Demonstrate organization, unity, and coherence through illustration	Demonstrate organization, unity and coherence through illustration	Demonstrate simple sentence organization, unity and coherence through illustration	Demonstrate organization, unity and coherence with simple and complex sentences with emphasis on grade level	Demonstrate organization, unity and coherence with paragraphs with emphasis on grade level emphasis	Demonstrate organization, unity, and coherence with grade level emphasis	W.7.9.4 W.7.10.4 W.7.11.4 W.7.12.4
	ELPW.10.9-12.5 Use extension and elaboration	N/A	N/A	Identify extension and elaboration to develop an idea, with teacher support	Use extension and elaboration to develop an idea	Use extension and elaboration to develop an idea with grade level emphasis	W.7.9.5 W.7.10.5 W.7.11.5 W.7.12.5
	ELPW.10.9-12.6 Use concrete information within writing	N/A	N/A	Identify concrete information, with teacher support	Use concrete information for elaboration	Use concrete information for elaboration or balance with grade level emphasis	W.7.9.6 W.7.10.6 W.7.11.6 W.7.12.6

Standard 10: Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.

	ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
		Level 1	Level 2	Level 3	Level 4	Level 5	
	ELPW.10.9-12.7 Use precise vocabulary	N/A	N/A	Identify word choices that convey specific meaning, with teacher support	Use word choices that convey specific meaning	Use precise word choices that convey specific meaning	W.7.9.7 W.7.10.7 W.7.11.7 W.7.12.7
	ELPW.10.9-12.8 Convey voice in writing	N/A	N/A	Personalize writing to convey voice as a group, with teacher support	Personalize writing to convey voice, with teacher support	Personalize writing to convey voice in formal and informal pieces	W.7.9.8 W.7.10.8 W.7.11.8 W.7.12.8
	ELPW.10.9-12.9 Evaluate writing for best features	N/A	N/A	Evaluate writing for best features of the piece with teacher support	Evaluate own writing to determine the best features of a piece of writing	Evaluate own writing to determine the best features of a piece of writing	W.7.9.9 W.7.10.9 W.7.11.10
	ELPW.10.9-12.10 Critique writing for consistency of style	N/A	N/A	Critique peer writing for consistency of style as a group with teacher support	Critique peer writing for consistency of style, with teacher support	Critique professional and peer writing for consistency of style	W.7.12.11
	ELPW.10.9-12.11 Use literary elements for specific rhetorical purposes	N/A	N/A	Identify literary elements for specific rhetorical purposes with teacher support	Use literary elements for specific rhetorical purposes with teacher support	Use point of view, style, characterization, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes	W.7.11.9 W.7.12.9

9-12  
Writing

Standard 10: Craftsmanship: Students shall develop personal style and voice as they approach the craftsmanship of writing.

ELP Student Learning Expectation	Student Proficiency Levels					Connected ELA Expectation
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPW.10.9-12.12 Structure writing with rigor and relevancy	N/A	N/A	Identify ideas and arguments for a persuasive writing and find examples with teacher support	Structure ideas and arguments for a persuasive writing and support them with precise and relevant examples with teacher support	Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples	W.7.12.10

**English Language Proficiency  
Framework Connections  
for  
Mathematics**

**Grades K-8**

**Spring 2006**

# Mathematics Curriculum Framework

## Strands

<b>1. Number and Operations</b>	
1. Number Sense	Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
2. Properties of Number Operations	Students shall understand meanings of operations and how they relate to one another.
3. Numerical Operations and Estimation	Students shall compute fluently and make reasonable estimates.
<b>2. Algebra</b>	
4. Patterns, Relations and Functions	Students shall recognize, describe and develop patterns, relations and functions.
5. Algebraic Representations	Students shall represent and analyze mathematical situations and structures using algebraic symbols.
6. Algebraic Models	Students shall develop and apply mathematical models to represent and understand quantitative relationships.
7. Analysis of Change	Students shall analyze change in various contexts.
<b>3. Geometry</b>	
8. Geometric Properties	Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.
9. Transformation of Shapes	Students shall apply transformations and the use of symmetry to analyze mathematical situations.
10. Coordinate Geometry	Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.
11. Visualization and Geometric Models	Students shall use visualization, spatial reasoning and geometric modeling.
<b>4. Measurement</b>	
12. Physical Attributes	Students shall use attributes of measurement to describe and compare mathematical and real-world objects.
13. Systems of Measurement	Students shall identify and use units, systems and processes of measurement.
<b>5. Data Analysis and Probability</b>	
14. Data Representation	Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
15. Data Analysis	Students shall select and use appropriate statistical methods to analyze data.
16. Inferences and Predictions	Students shall develop and evaluate inferences and predictions that are based on data.
17. Probability	Students shall understand and apply basic concepts of probability.

\*Each grade level continues to address earlier Student Learner Expectations as needed and as they apply to more difficult text

## Grades K-2

### 1. Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPNO.1.K-2.1 Use efficient strategies to count a given set of objects	Use simple strategies to count a set of objects up to 10	Use simple strategies to count a set of objects up to 20	Use efficient strategies to count a set of objects up to 50	Use efficient strategies to count a set of objects up to 50	Use efficient strategies to count a set of objects up to 50	NO.1.K.1 NO.1.1.1 NO.1.2.1
ELPNO.1.K-2.2 Connect various physical models and representations to the quantities they represent using number names, numerals and number words with appropriate technology	Illustrate and label whole numbers using physical models to connect to the number names, numerals and words up to 10 through composition and decomposition	Illustrate and label whole numbers using physical models to connect to the number names, numerals and words up to 20 through composition and decomposition	Illustrate and label whole numbers using physical models to connect to the number names, numerals and words up to 50 through composition and decomposition	Illustrate and label whole numbers using physical models to connect to the number names, numerals and words up to 50 through composition and decomposition	Illustrate and label whole numbers using physical models to connect to the number names, numerals and words up to 50 through composition and decomposition	NO.1.K.3 NO.1.1.3 NO.1.2.3
ELPNO.1.K-2.3 Demonstrate various meaning of addition and subtraction using composing and decomposition	Illustrate oral math statements of addition and subtraction using manipulatives	Illustrate addition and subtraction operations from oral directions using manipulatives or drawings	Illustrate oral math stories involving operations of addition and subtraction by using manipulatives, drawing pictures or making tallies	Illustrate oral math stories involving addition and subtraction	Illustrate oral math stories involving addition and subtraction	NO.2.K.2 NO.2.1.4 NO.2.2.5

## Grades K-2

### 1. Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.NO.1.K-2.4 Represent fractions using words, numerals, and physical models	Represent commonly used fractions such as halves, thirds and fourths in relation to the whole using physical models and drawings	Represent commonly used fractions such as halves, thirds and fourths in relation to the whole using physical models, drawings, and numerals	Represent commonly used fractions such as halves, thirds and fourths in relation to the whole using physical models, drawings, numerals and words	Represent commonly used fractions such as halves, thirds and fourths in relation to the whole	Represent commonly used fractions such as halves, thirds, fourths, sixths, and eighths, as grade appropriate, in relation to the whole	NO.1.K.11 NO.1.1.12 NO.1.2.9
ELPM.NO.1.K-2.5 Solve problems using a variety of methods and tools (e.g., objects, mental computation, paper and pencil) with and without appropriate technology	Solve problems by matching the vocabulary to symbols, figures, or drawings	Solve problems by matching the vocabulary to symbols, figures, or drawings	Solve problems using a variety of methods to identify essential vocabulary	Solve problems using a variety of methods to identify essential vocabulary including place value	Solve problems using a variety of methods to identify essential vocabulary including place value	NO.3.K.3 NO.3.1.3 NO.3.2.4

Vocabulary: estimate, ordinal numbers, commutative property, associative property, identity, number line, sum, add, addend, difference, subtract, subtrahend, minuend, odd, even, compatible number, compensatory numbers, multiples of ten, ones, tens, hundreds, thousands, fractions



Grades K-2  
2. Algebra

Students shall use the Language of Algebra to develop mathematical knowledge of Patterns, Relations and Functions, Algebraic Representations, Algebraic Models, and Analysis of Change

- Students shall recognize, describe and develop patterns, relations and functions.
- Students shall represent and analyze mathematical situations and structures using algebraic symbols.
- Students shall develop and apply mathematical models to represent and understand quantitative relationships.
- Students shall analyze change in various contexts.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.A.2.K-2.1 Sort, classify, and label objects by different attributes in more than one way	Sort, classify, and label objects from oral statements and illustrations	Sort, classify, and label objects from oral statements and illustrations	Sort, classify, and label objects from oral statements and illustrations	Sort, classify, and label objects from oral statements and illustrations	Sort, classify, and label objects from oral statements and illustrations	A.4.K.2 A.4.1.1 A.4.2.1
ELPM.A.2.K-2.2 Identify and describe patterns	Identify patterns using oral descriptions or drawings	Identify patterns using oral descriptions	Describe patterns orally	Describe patterns orally	Describe patterns orally	A.4.K.3, A.4.K.6 A.4.1.2, A.4.1.6 A.4.2.2, A.4.2.6
ELPM.A.2.K-2.3 Express mathematical relationships using equalities and inequalities ( $>$ , $<$ , $=$ , $\neq$ )	Identify, create, compare and describe sets of objects as more, less or equal using models	Identify, create, compare and describe sets of objects as more, less or equal using models	Identify, create, compare and describe sets of objects as more, less or equal	Express mathematical relationships using equalities and inequalities ( $>$ , $<$ , $=$ , $\neq$ )	Express mathematical relationships using equalities and inequalities ( $>$ , $<$ , $=$ , $\neq$ )	A.5.K.2 A.5.1.2 A.5.2.2
ELPM.A.2.K-2.4 Use a chart or table to organize information and to understand relationships	Use a chart or table to organize lists of numbers and pictures to match	Use a chart or table to organize lists of numbers and pictures to match	Use a chart or table to organize lists of numbers and pictures to match	Use a chart or table to organize lists of numbers and pictures to match	Use a chart or table to organize lists of numbers and pictures to match	A.6.1.1 A.6.2.1

Grade K-2  
2. Algebra

Students shall use the Language of Algebra to develop mathematical knowledge of Patterns, Relations and Functions, Algebraic Representations, Algebraic Models, and Analysis of Change

- Students shall recognize, describe and develop patterns, relations and functions.
- Students shall represent and analyze mathematical situations and structures using algebraic symbols.
- Students shall develop and apply mathematical models to represent and understand quantitative relationships.
- Students shall analyze change in various contexts.

ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPM.A.2.K-2.5 Recognize, Interpret and compare qualitative and quantitative change	Recognize and chart changes such as how temperature changes with the seasons, changes in height/weight as you get older, etc. with teacher assistance	Recognize and chart changes using various data sources w/8th assistance	Compare data from authentic data sources using charts and tables	Compare data from authentic data sources using charts and tables	Compare data from authentic data sources using charts and tables
					A.7.K.1 A.7.2.1

Vocabulary: attributes, skip counting, whole number, one-digit, two-digit, equation (i.e.,  $5 + \square = 8$ ), number sentence, quantitative change, data, chart, table,

Grades K-2  
3. Geometry

Students shall use the Language of Geometry to develop mathematical knowledge of Geometric Properties, Transformation of Shapes, Coordinate Geometry, and Visualization and Geometric Models.

- Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.
- Students shall apply transformations and the use of symmetry to analyze mathematical situations
- Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Students shall use visualization, spatial reasoning and geometric modeling.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.G.3.K-2.1 Identify, name, sort and describe two- and three-dimensional figures	Sort and match by pointing 1-, 2-, 3-D geometric figures	Draw a picture of a 1-, 2-, 3-D geometric figure	Group by dimensions	State simple differences in 1-, 2-, 3-dimensional orally or written	Communicate effectively about 1-, 2-, 3-dimension	G.8.2.1 G.8.1.1 G.8.K.1 G.8.1.2 G.8.K.2 G.8.1.3 G.8.K.3 G.8.2.2 G.8.1.1 G.8.2.3 G.8.1.2
ELPM.G.3.K-2.2 Use lines of symmetry to demonstrate and describe congruent figures within a two-dimensional figure	Fold a paper object to show line symmetry	Draw line of symmetry give a figure	Verbally identify line symmetry in simple language	Create a 2-D figure and show line of symmetry	Use line symmetry to demonstrate and describe congruent figures	G.9.2.1
ELPM.G.3.K-2.3 Demonstrate the motion of a single transformation	Explore slides, flips, and turns	Point to identify slides, flips, and turns	Manipulate 2-D figures through the use of slides, flips, and turns with guided help	Demonstrate a single transformation given oral directions	Communicate effectively the differences between flips, slides and turns	G.9.2.2

Grades K-2  
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Shapes, Coordinate Geometry, and . Visualization and Geometric Models

- Students shall analyze characteristics and properties of 2 and 3 dimensional geometric shapes and develop mathematical arguments about geometric relationships.
- Students shall apply transformations and the use of symmetry to analyze mathematical situations
- Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Students shall use visualization, spatial reasoning and geometric modeling.

ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPM.G.3.K-2.4 Specify locations, and describe spatial relationships	Demonstrate with a object the relative positional words	Orally identify, given a picture, positional words	Use multiple directional words in a simple social and academic settings	Extend the use of location words to include near, far, left, and right	Extend the use of directional words to rows and columns
ELPM.G.3.K-2.5 Use visualization, spatial reasoning, and geometric modeling	Arrange physical materials as an overlay to a 2-D	Replicate a given model	Replicate a model being shown the model for a short period of time; after a few minutes the model is briefly reviewed for corrective feedback	Replicate a given model and discuss the model in simple language	Replicate a simple geometric design from a simple brief description or briefly display example.
					G.10.2.1 G.10.1.1 G.10.K.1  G.11.1.2 G.11.2.2

Vocabulary: Sphere, cube, cone, cylinder, rectangular prism, triangle, rectangle, square, circle, line of symmetry, congruent, transformation, polygon, flips, slides, turns, over, under, inside, between, above, below, on top of, upside-down, behind, in back, in front of, near, far, close, left, right, rows, columns, one-dimensional, two-dimensional, three-dimensional

Grades K-2  
4. Measurement

Students shall use the Language of Measurement to develop mathematical knowledge of Physical Attributes and Systems of Measurement

- Students shall use attributes of measurement to describe and compare mathematical and real-world objects.
- Students shall identify and use units, systems and processes of measurement.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.4.K-2.1 Demonstrate understanding of units of time and the calendar	Point to the unit of time using a calendar, given a verbal directive (month, day, week, year)	Sort vocabulary cards or pictures related to time and the calendar	Demonstrate an understanding of tomorrow, yesterday, today, next week, next month, etc.	List units of time used on a calendar (days- Monday, Tuesday, etc. and months- January, February, etc)	Infer that a calendar is used to measure elapsed time, units of time, and comparing units of time	M.12.K.1 M.12.1.1 M.12.2.1 M.13.K.1 M.13.1.1 M.13.2.1
ELPM.4.K-2.2 Demonstrate understanding of units of time and the clock	Point to the tool that would measure time (e.g., from a group of objects, calendars, ruler, clock, thermometer)	Match correct time representations (analog and digital) at the appropriate age level	Tell how long it will take to do a task using multiple units (e.g., how many seconds? how many minutes? How many weeks or months?)	Model time with a clock given verbal directions at the appropriate grade level	Tell time to the nearest hour, nearest ½ hour, nearest 5 minutes using analog and digital clock at the appropriate grade level	M.12.K.3 M.12.1.3 M.12.2.2 M.13.K.2 M.13.1.2 M.13.2.2
ELPM.4.K-2.3 Demonstrate understanding of money concepts	Point to identify a penny, nickel, dime and quarter and \$1 bill.	Display the correct coin when given a verbal prompt	Give name and value of all coins and \$1.	Compare values of two given coins	State and compare the value of all coins	M.12.K.4 M.12.2.3 M.12.1.4 M.12.1.5 M.12.1.6 M.12.2.4 M.12.K.5

Grades K-2  
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ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPM.4.K-2.4 Demonstrate an understanding of temperature	Point to the correct instrument to measure temperature	Indicate hot or cold, given a picture	Distinguish between hot and cold given two temperatures	Read temperature on a Fahrenheit scale in intervals of 10	Compare temperatures on a Fahrenheit scale
ELPM.4.K-2.5 Select appropriate measurement tools and attributes	Identify longer, shorter, bigger, smaller using models	Circle the correct attribute measurement (length, weight using related terms	Recognize appropriate tools used to measure each attribute	Model the attributes of length, weight, and capacity given the tools of measurement	Make simple comparisons within units of like dimensions ( length , weight and capacity)
					M.12.K.6 M.12.1.7 M.12.2.5 M.12.2.9 M.12.K.7 M.13.1.7 M.13.2.10 M.13.K.4 M.12.1.8 M.12.2.6

Vocabulary: days of week(Monday, Tuesday, ...), Days of Month (January, February, ...), Seasons (Spring, Summer, Fall, Winter), penny, nickel, dime, quarter, mass, longer, shorter, bigger, smaller, more, less, heavier, lighter, inch, foot, pound, ounce, pint, cup, hot, cold, balance scale, ruler, thermometer, cup

## Grade K-2

### 5. Data Analysis and Probability

Students shall use the Language of Data Analysis and Probability to develop mathematical knowledge of Data Representation, Data Analysis, Inferences and Predictions, and Probability.

- Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
- Students shall select and use appropriate statistical methods to analyze data.
- Students shall develop and evaluate inferences and predictions that are based on data.
- Students shall understand and apply basic concepts of probability.

ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPDAP.5.K-2.1 Identify the purpose for data collection and collect, organize, record and display the data using physical materials	Explore data collection by collecting, displaying and organizing physical objects	Sort data and organize and display physical objects	Organize and describe data using simple phrases	Collect, organize and describe data	Collect, organize, record and display the data using physical materials using grade appropriate materials
ELPDAP.5.K-2.2 Analyze and make predictions from data represented in charts and graphs	Identify the purpose for data collection with peer or teacher assistance	Identify the purpose for data collection with peer or teacher assistance	Identify the purpose for data collection	Identify the purpose for data collection	Identify the purpose for data collection and make a simple true statement comparing the data
ELPDAP.5.K-2.3 Describe the probability of an event as being more, less, and equally likely to occur	Describe the probability of an event occurring using nonverbal responses	Describe the probability of an event occurring using verbal response	Describe the probability of an event occurring using simple written response	Describe the probability of an event occurring using written response	Describe the probability of an event as being more, less, and equally likely to occur with simple language

Vocabulary: data collection, graph, table, chart, bar graph, pictograph, probability, number cube, spinner, colored marbles, Venn diagram, T-chart,

## Grade 3-5

### 1. Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPNO.1.3-5.1 Recognize equivalent representations for the same whole number and fractions using composition and decomposition	Match different representations of the same number (e.g., 40, 20 + 20, 10 + 30)	Identify numbers in a variety of forms using various visual representations (e.g., fractions, whole numbers, and percentages)	Orally define numbers in a variety of forms using various visual representations (e.g., fractions, whole numbers, and percentages) Orally label appropriate place value given a multi-digit number	Give a written definition of common number forms (e.g., fraction, percent, decimal, whole numbers)	Choose the appropriate number form when used in context (e.g., word problems)	NO.1.3.1 NO.1.4.1 NO.1.5.1
ELPNO.1.3-5.2 Use place value to represent whole numbers and decimals	Place digits into a given place value chart	Identify the place value of given digits from a whole number or decimal	Orally label appropriate place value given a multi-digit number	Label in writing and represent the value of a given number (e.g., 3206.3 2 is in hundreds place and represented by 200)	Represent a multi-digit number in written form (e.g., 2346.3 = two thousand three hundred forty-six and three tenths)	NO.1.3.2 NO.1.4.2 NO.1.5.2
ELPNO.1.3-5.3 Represent fractions using words, numerals and physical models	Identify commonly used fractions using models and visual representations	Identify the commonly used parts of fractions (numerator and denominator)	Name common fractions and fraction parts orally when given the mathematical representation	Associate fractions (ratios, percents) with models of whole parts and parts of sets, numerical representations, and pictures	Define and discuss the characteristics of fractions, ratios, and percents	NO.1.3.4 NO.1.4.4 NO.1.5.1



## Grade 3-5

### 1. Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPNO.1.3-5.4 Solve simple problems involving add, subtract, multiply, and divide, using a variety of methods and tools with and without appropriate technology (see appendix: Classifications of Word Problems)	Add, subtract, multiply and divide, given a set of numbers and a calculator with simple instructions	Add, subtract, multiply and divide, given a set of numbers and a calculator with simple instructions	Perform whole number operations, with and without appropriate technology, using a variety of algorithms	Perform whole number operations, with and without appropriate technology, using a variety of algorithms	Develop and use a variety of algorithms to perform whole number operations using simple word problems	NO.3.3.4 NO.3.4.4 NO.3.5.1 NO.3.5.3
ELPNO.1.3-5.5 Use estimation strategies to solve problems and judge the reasonableness of the answer	Use simple estimation strategies with teacher guidance	Use simple estimation strategies with peer and teacher guidance	Use simple estimation strategies	Explain strategies for estimation in problem solving	Explain and justify strategies for estimation in problem solving	NO.3.3.5 NO.3.4.5 NO.3.5.4

Vocabulary: \$, dollar, ¢, cent, %, percent, ratio, proportion, whole numbers, decimals, fractions, mixed numbers, improper fractions, proper fractions, estimate, round, compare, strategy, add, compose, subtract, decompose, multiply, multiples, product, factors, divide, dividend, quotient, divisor, divisibility rules, multiplicative inverse, reciprocal, commutative properties, associative property, distributive property, place value, ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, billions, tenths, hundredths, thousandths, order of operations, equivalent representations, perfect square, square root,

Grade 3-5  
2. Algebra

Students shall use the Language of Algebra to develop mathematical knowledge of Patterns, Relations and Functions, Algebraic Representations, Algebraic Models, and Analysis of Change

- Students shall recognize, describe and develop patterns, relations and functions.
- Students shall represent and analyze mathematical situations and structures using algebraic symbols.
- Students shall develop and apply mathematical models to represent and understand quantitative relationships.
- Students shall analyze change in various contexts.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPA.2.3-5.1 Use repeating and growing patterns to solve real-world problems	Identify a simple repeating pattern using manipulatives (colored counters) with teacher assistance	Identify and model simple numeric and geometric patterns using manipulatives with teacher assistance	Identify and model simple numeric and geometric patterns using manipulatives to solve real-world problems with teacher assistance	Solve problems by finding the next term or missing term in a pattern	Solve problems by finding the next term or missing term in a pattern or function table using real world situations	A.4.3.4 A.4.4.2 A.4.5.1
ELPA.2.3-5.2 Determine the relationship between sets of numbers (e.g., lists, tables, etc.) by selecting or interpreting the rule	Select the rule from a simple table using nonverbal responses and teacher assistance	Select the rule from a simple table using simple oral responses and teacher assistance	Select the rule from a simple table using simple oral responses	Determine the relationship between sets of numbers (e.g., lists, tables, etc.) by selecting the rule	Determine the relationship between sets of numbers (e.g., lists, tables, etc.) by selecting or interpreting the rule	A.4.3.5 A.4.4.3 A.4.5.2
ELPA.2.3-5.3 Use a variable to represent an unknown quantity in a number expression involving contextual situations and find the value	Select and/or write a simple number expression that includes a symbol or variable	Write a simple number expression that includes a symbol or variable and find the unknown	Use a variable to represent an unknown quantity in a number expression involving simple contextual situations	Use a variable to represent an unknown quantity in a number expression involving contextual situations and evaluate using substitution	Select, write, and use a variable to represent an unknown quantity in a number expression involving contextual situations and evaluate using substitution	A.5.3.3 A.5.4.3 A.5.5.2 A.5.3.1 A.5.4.1 A.5.5.1 A.5.5.3

Grade 3-5  
2. Algebra

Students shall use the Language of Algebra to develop mathematical knowledge of Patterns, Relations and Functions, Algebraic Representations, Algebraic Models, and Analysis of Change

- Students shall recognize, describe and develop patterns, relations and functions.
- Students shall represent and analyze mathematical situations and structures using algebraic symbols.
- Students shall develop and apply mathematical models to represent and understand quantitative relationships.
- Students shall analyze change in various contexts.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPA.2.3-5.4 Express mathematical relationships using equations and inequalities ( $>$ , $<$ , $=$ , $\neq$ )	Select orally and/or write a simple number sentence or inequality with teacher assistance	Read and write a simple number sentence or inequality given a simple relationship with peer or teacher assistance	Model simple equations or inequalities by using a number line	Model simple equations or inequalities by informal methods using manipulatives and appropriate technology	Model and solve simple equations or inequalities by informal methods using manipulatives and appropriate technology	A.5.3.2 A.5.4.2 A.5.5.1
ELPA.2.3-5.5 Complete, create, and use charts or tables to organize information, understand relationships and make simple predictions	Complete a table or chart to organize information with teacher assistance	Complete a table or chart to organize information with teacher assistance	Create and use charts or tables to organize information, understand relationships and draw conclusions with peer group	Create and use charts or tables to organize information, understand relationships and draw conclusions	Create and use charts or tables to organize information, understand relationships and make simple predictions	A.6.3.1 A.6.4.1 A.6.5.1
ELPA.2.3-5.6 Identify and analyze quantitative change over time using real-world situations	Compare change over time using a line graph in simple real-world problems with teacher assistance	Compare and change over time using a line graph in simple real-world problems with teacher assistance	Describe in simple oral or written change over time in real-world problems with peer group	Describe in simple written language change over time in real world problems using line graphs and histograms	Identify and analyze quantitative change over time using real-world situations	A.7.3.1 A.7.4.1 A.7.5.1

Vocabulary: table, chart, line graph, histogram, title, scale, trend, inequality, equalities, equations, quantity, numerical patterns, geometric patterns, variable, expression, symbol, number sentence, conclusion, relationship, change over time, organize, analyze,  $>$ ,  $<$ ,  $=$ ,  $\neq$ ,  $\square$ ,  $\diamond$ ,  $\Delta$ ,  $\$$

## Grade 3-5

### 3. Geometry

Students shall use the Language of Geometry to develop mathematical knowledge of Geometric Properties, Transformation of Shapes, Coordinate Geometry, and Visualization and Geometric Models.

- Students shall analyze characteristics and properties of 2- and 3- dimensional geometric shapes and develop mathematical arguments about geometric relationships.
- Students shall apply transformations and the use of symmetry to analyze mathematical situations
- Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Students shall use visualization, spatial reasoning and geometric modeling.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPG.3.3-5.1 Identify regular and irregular polygons	Match polygons with their appropriate names with teacher assistance	Match and model regular polygons with peer group	Model regular and irregular polygons including octagon	Identify and model regular and irregular polygons including decagons	Describe, identify and model regular and irregular polygons including decagons	G.8.3.2 G.8.4.2 G.8.5.1
ELPG.3.3-5.2 Identify and draw a variety of lines	Match to pictures of lines, line segments, rays, angles	Match and draw lines, line segments, rays, and angles	Match to pictures of lines, line segments, rays, angles, intersecting, perpendicular, and parallel lines	Identify and draw, a line, line segment, ray, angle, and intersecting, perpendicular, and parallel lines	Identify, draw, and describe a line, line segment, ray, angle, and intersecting, perpendicular, and parallel lines	G.8.3.3 G.8.3.4 G.8.4.4 G.8.5.2
ELPG.3.3-5.3 Classify and draw a variety of angles	Identify a variety of angles within the learning environment with assistance	Identify a variety of angles within the learning environment with limited assistance	Identify, congruent, adjacent, obtuse, acute, right, and straight angles (grade appropriate)	Identify and draw congruent, adjacent, obtuse, acute, right, and straight angles (grade appropriate)	Identify, draw and label parts of congruent, adjacent, obtuse, acute, right, and straight angles (grade appropriate)	G.8.4.5 G.8.5.2

Grade 3-5  
3. Geometry

Students shall use the Language of Geometry to develop mathematical knowledge of Geometric Properties, Transformation of Shapes, Coordinate Geometry, and Visualization and Geometric Models.

- Students shall analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.
- Students shall apply transformations and the use of symmetry to analyze mathematical situations
- Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Students shall use visualization, spatial reasoning and geometric modeling.

ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPG.3.3-5.4 Describe and predict the result of a transformation of a two-dimensional figures	Demonstrate the motion of a two-dimensional figure as a flip, slide, or turn with teacher assistance	Model the motion of a two-dimensional figure as a flip, slide, or turn, using manipulatives, with teacher or peer assistance	Manipulate two-dimensional figures through slides, flips, and turns	Describe the results of transformations of two-dimensional figures using a translation, reflection, or rotation	Describe and predict the result of a transformation of two-dimensional figure
ELPG.3.3-5.5 Use common language to locate and identify points on a coordinate grid	Locate points on a coordinate grid with teacher assistance	Identify points using ordered pairs on a coordinate grid with teacher assistance	Identify and label an ordered pair on a coordinate grid	Use geometric vocabulary to describe the location of points on a coordinate grid	Use geometric vocabulary to describe the location and plot points in quadrant I
ELPG.3.3-5.6 Replicate two-dimensional and three-dimensional models	Replicate a three-dimensional figure composed of cubes when given a physical model, with teacher assistance	Replicate a three-dimensional figure composed of cubes when given a physical model	Construct a three-dimensional model composed of cubes when given an illustration with assistance	Construct a three-dimensional model composed of cubes when given an illustration	Draw and identify two-dimensional patterns (nets) for cubes using grid paper
					G.9.3.2 G.9.4.1 G.9.5.1  G.10.3.1 G.10.4.1 G.10.5.1  G.11.3.1 G.11.4.1 G.11.5.1

Vocabulary: flip, slide, turn, transformation, reflection, translation, rotation, two-dimensional, three-dimensional, triangle, quadrilateral, hexagon, pentagon, decagon, octagon, acute, obtuse, right, intersecting, straight angle, congruent, adjacent, vertex, rays, interior, exterior, quadrant, horizontal, vertical, x-axis, y-axis, ordered pair, net

Grade 3-5  
4. Measurement

Students shall use the Language of Measurement to develop mathematical knowledge of Physical Attributes and Systems of Measurement

- Students shall use attributes of measurement to describe and compare mathematical and real-world objects.
- Students shall identify and use units, systems and processes of measurement.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.4.3-5.1 Use clocks and calendars to solve real world problems involving elapsed time	Demonstrate past, present and future time using a calendar and an analog clock with teacher assistance	Demonstrate past, present and future time using a calendar and an analog clock	Sort and write simple phrases and sentences using vocabulary cards or pictures related to time and the calendar	Solve simple real-world problems involving elapsed time using clocks and calendars with peer assistance	Solve real world problems involving elapsed time using clocks and calendars at grade appropriate level	M.13.3.1 M.13.4.3 M.13.3.2 M.13.5.1 M.13.3.3 M.13.3.4 M.13.4.1 M.13.4.4 M.13.4.2
ELPM.4.3-5.2 Use real world situations to recognize units of measurement and make simple comparisons.	Identify and compare various measurement units using models with teacher assistance (e.g., Show how long different tasks take)	Identify and compare various measurement units using models with peer assistance	Identify and use simple phrases for the basic units of length, weight, capacity, and time using real-world objects with assistance (e.g., word wall, peer, teacher)	Make comparisons of standard units of measurement in real-world problems	Make comparisons and conversions of standard units of measurement in real-world problems	M.12.3.2 M.13.3.9 M.12.3.3 M.13.4.8 M.12.3.4 M.12.3.5 M.12.4.1 M.12.4.2 M.12.4.3 M.12.4.4 M.12.5.2

Grade 3-5  
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ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.4.3-5.3 Develop and use simple strategies to solve real world problems involving perimeter and area of rectangles	Demonstrate perimeter using physical materials (paper clips, craft sticks or grids) and by using measurement tools (rulers) and find the area of a rectangle by covering it with squares with assistance	Find the perimeter of the figure by measuring the length of the sides and find the area of any rectangle by counting squares on a grid with assistance	Use simple formulas to find perimeter and area of rectangles with assistance	Use formulas to find perimeter and area of rectangles in real world problems with assistance	Develop and use strategies to solve simple real world problems involving perimeter and area of rectangles	M.13.3.10 M.13.4.9 M.13.3.11 M.13.4.10 M.13.5.4
ELPM.4.3-5.4 Use and determine appropriate measurement tools in real-world context (standard and metric)	Select appropriate tools for measuring real-world objects or figures using words and/or gestures (height or weight) with assistance	Identify measurement tools from pictures and objects and state the uses	Describe situations where measurement is needed with assistance	Explain, using simple phrases, how to use measurement in real-world situations (construction, architecture, cartography)	Determine which unit of measure or measurement tool matches the context for a problem situation	M.13.3.8 M.13.4.7 M.13.5.2 M.13.5.3

Grade 3-5  
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- Students shall identify and use units, systems and processes of measurement.

ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPM.4.3-5.5 Apply money concepts in contextual situations	Model attributes of money by pointing to identify a penny, dime, nickel, quarter, and dollar bill with teacher assistance	Display the correct coin when given a verbal prompt with assistance	Give name and value of all coins and bills up to twenty dollars and calculate the amount of money spent with/without regrouping in a contextual situation	Compare values of 2 given coins/bills and apply money concepts in contextual situations up to ten dollars	State and compare the value of all currency and apply money concepts in contextual situations
					M.13.3.6 M.13.4.5 M.13.5.2

Vocabulary: yesterday, past, today, present, tomorrow, future, elapsed time, clock, analog clock, digital clock, hours, minutes, seconds, months of the year (January, February, etc.), days of the week (Sunday, Monday, etc.), penny, nickel, dime, quarter, dollar, currency, value, ruler, cup, pint, quart, gallon, liter, milliliter, inch, foot, yard, meter, metric, meter, centimeter, perimeter, area, grams, kilograms, ounces, pounds, formula



Grade 3-5

5. Data Analysis and Probability

Students shall use the Language of Data Analysis and Probability to develop mathematical knowledge of Data Representation, Data Analysis, Inferences and Predictions, and Probability.

- Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
- Students shall select and use appropriate statistical methods to analyze data.
- Students shall develop and evaluate inferences and predictions that are based on data.
- Students shall understand and apply basic concepts of probability.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPDAP.5.3-5.1 Formulate questions related to data and data collection	Collect simple data from classmates with assistance (e.g., favorite color, food or drink, number of siblings)	Collect and organize simple data using tally marks and frequency tables with assistance	Collect and organize simple data using tally marks and frequency tables and graph (bar) the data	Collect, organize, graph, and interpret simple data samples (bar, line, stem-and-leaf) as grade level appropriate	Create, collect, organize, graph, and interpret a variety of data samples	DAP.14.3.1 DAP.14.4.1 DAP.14.5.1 DAP.14.5.2 DAP.14.5.3
ELPDAP.5.3-5.2 Select and use appropriate methods to analyze data	Match a data set with a graphical representation of the data with assistance	Match a data set with a graphical representation of the data and find range and mode with assistance	Find the measures of central tendency (mean, median, mode, range) of a given set of whole number data using appropriate technology, with assistance	Find the measures of central tendency (mean, median, mode, range) of a given set of whole number data using appropriate technology, and explain what each indicates about the set of data with assistance	Find the measures of central tendency (mean, median, mode, range) of a given set of whole number data using appropriate technology, and explain what each indicates about the set of data	DAP.15.3.2 DAP.15.4.2 DAP.15.5.2

## Grade 3-5

### 5. Data Analysis and Probability

Students shall use the Language of Data Analysis and Probability to develop mathematical knowledge of Data Representation, Data Analysis, Inferences and Predictions, and Probability.

- Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
- Students shall select and use appropriate statistical methods to analyze data.
- Students shall develop and evaluate inferences and predictions that are based on data.
- Students shall understand and apply basic concepts of probability.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPDAP.5.3-5.3 Make predictions for a given set of data	Explore predictions using simple data sets with teacher or peer assistance	Identify the maximum (most) and minimum (least) data points from simple data tables or graphs with teacher or peer assistance	Compare the maximum (most) and minimum (least) data points from simple data tables or graphs with teacher or peer assistance	Compare and contrast the maximum (most) and minimum (least) data points from simple data tables or graphs with teacher or peer assistance	Make predictions and justify conclusions based on data	DAP.16.3.1 DAP.16.4.1 DAP.16.5.1
ELPDAP.5.3-5.4 Use simple experiments to apply concepts of probability	Participate in a simple experiment to determine the probability of an event occurring using nonverbal responses	Participate in a simple experiment and determine the fairness of the experiment (game) with assistance	Conduct simple probability experiments and complete a frequency table or chart using the data set	Identify the probability of events within a simple experiment	Identify and predict the probability of events within a simple experiment	DAP.17.3.2 DAP.17.4.2 DAP.17.5.1
ELPDAP.5.3-5.5 Find all possible combinations of two or three sets of objects	Explore two sets of objects to find combinations using physical models and or pictures with assistance	Select and map from 2 sets of objects to find possible combinations using physical models and or pictures with assistance	Select and map from 2 or 3 sets of objects to find possible combinations using physical models and or pictures with assistance	Select from an organized list and make all possible combinations	List and explain all possible outcomes in a given situation	DAP.17.3.3 DAP.17.4.3 DAP.17.5.2

Vocabulary: data sets, experiment, probability, survey, fairness, frequency table, chart, mean, average, median, mode, range, line plots, bar graphs, stem-and-leaf, predictions, maximum, minimum, tally marks, interpret, event, combinations, number cubes, spinners, tiles from a bag, marbles

## Grade 6-8

### 1. Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPNO.1.6-8.1 Understand the meaning of add, subtract, multiply, and divide and their relationships with rational numbers	Identify the numeric operation when given a term (i.e., pointing to an item or picture when given the term)	Model, using manipulatives, simple addition, subtraction, multiplication of decimals with assistance	Model, using manipulatives, addition, subtraction (like denominators), multiplication and division of fractions and decimals with assistance	Model, using manipulatives, addition, subtraction, multiplication and division of rational numbers (fractions, decimals, integers) with assistance	Model, using manipulatives, and develop addition, subtraction, multiplication and division of rational numbers (fractions, decimals, integers)	NO.2.6.5 NO.2.7.4 NO.2.8.5
ELPNO.1.6-8.2 Convert, compare and order fractions, decimals and percents	Identify a number as a fraction, decimal or percent (i.e., pointing to an item or picture when given the term)	Match models of whole numbers, fractions and decimals to equivalent words with assistance (e.g., $\frac{1}{2}$ , $\frac{1}{3}$ , $\frac{1}{4}$ , 50%, 25%, 100%)	Identify the location of a given number (whole number, fraction, decimal) on a number line	Compare and order simple fractions, decimals and percents with assistance	Convert, compare and order simple fractions, decimals and percents with assistance	NO.1.6.4 NO.1.7.5 NO.1.8.4
ELPNO.1.6-8.3 Apply the addition, subtraction, and multiplication, and division property of equality in equations	Identify the numeric operation when given a term (i.e., pointing to an item or picture when given the term)	Solve simple one step equations with whole numbers with teacher or peer assistance	Solve simple one step equations with whole numbers, fractions, decimals, and integers with teacher or peer assistance	Solve one-step equations (showing all steps) using the addition, subtraction, multiplication, and division property of equality in simple equations as grade appropriate	Solve two-step equations (showing all steps) using the addition, subtraction, multiplication, and division property of equality in simple equations as grade appropriate	NO.2.6.3 NO.2.7.2 NO.2.8.1

Grade 6-8  
Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPNO.1.6-8.4 Compute fluently and make reasonable estimates	Compute and use simple estimation strategies with teacher assistance (e.g., pointing to location to round) with and without technology	Compute and use simple estimation strategies with peer and teacher assistance without technology	Compute and use simple estimation strategies for simple problems involving fractions, decimals and percents with and without technology	Compute and explain strategies for estimation in problem solving involving simple fractions, decimals, and percents with and without technology	Compute, explain and justify strategies for estimation in multi-step problem solving involving fractions, decimals and percents with and without technology	NO.3.6.1 NO.3.6.2 NO.3.6.3 NO.3.6.4 NO.3.7.1 NO.3.7.2 NO.3.7.3 NO.3.8.1 NO.3.8.2 NO.3.8.3
ELPNO.1.6-8.5 Find, use, and apply factorization to find greatest common factor (GCF) and least common multiple (LCM)	Find the factors of numbers less than 25 with assistance	Find common factors and multiples of 2 given numbers with assistance	Apply factorization to determine greatest common factor and least common multiple with assistance	Find and use prime factorization (tree diagrams) to determine greatest common factor and least common multiple of composite numbers less than 100 with assistance	Use prime factorization to determine greatest common factor and least common multiple of composite numbers less than 100 with assistance	NO.3.6.5 NO.3.7.4 NO.3.8.4
ELPNO.1.6-8.6 Convert between standard and scientific notation using numbers greater than zero	Identify the value of a digit in a number being represented in standard form by pointing with teacher assistance	Identify the value of a digit in numbers greater than 1 being represented in standard and scientific notation with teacher assistance	Write numbers greater than 1 in standard and scientific notation with assistance	Write numbers from 0 to 1 in standard and scientific notation with assistance	Convert between standard and scientific notation using numbers greater than zero	NO.1.7.3 NO.1.8.2

## Grade 6-8 Number and Operations

Students shall use the Language of Number and Operations to develop mathematical knowledge of Number Sense, Properties of Number Operations, and Numerical Operations and Estimation

- Students shall understand numbers, ways of representing numbers, relationships among numbers and number systems.
- Students shall understand meanings of operations and how they relate to one another.
- Students shall compute fluently and make reasonable estimates.

Vocabulary – fractions, place value, ratio, percent, proportion, technology, scientific notation, addition, subtraction, multiplication, division, whole number, equivalent, percent equivalence, perfect squares, square root, integers, negative, positive, real number, rational number, natural number, irrational number, number system, estimate, rounding, fraction, divisibility rules, commutative property, associative property, distributive property, operations, equations, order of operations, inverse property, identity property, inverse relationships, algorithms, digit, factorization, factor, tree diagram, prime factorization, composite number, prime number, least common multiple, greatest common factor, absolute value, algebraic expression, number line, convert, compare, order, model, differentiate, simplify, reasonableness

Grade 6-8  
2. Algebra

Students shall use the Language of Algebra to develop mathematical knowledge of Patterns, Relations and Functions, Algebraic Representations, Algebraic Models, and Analysis of Change

- Students shall recognize, describe and develop patterns, relations and functions.
- Students shall represent and analyze mathematical situations and structures using algebraic symbols.
- Students shall develop and apply mathematical models to represent and understand quantitative relationships.
- Students shall analyze change in various contexts.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPA.1.6-8.1 Write and evaluate simple algebraic expressions	Select an algebraic expression from a given sample and identify like terms in the expressions with assistance	Combine like terms of simple algebraic expressions and evaluate a simple algebraic expression given the replacement set with assistance	Combine like terms of algebraic expressions and evaluate a algebraic expression given the replacement set with assistance	Write and evaluate simple algebraic expressions with assistance	Translate phrases and sentences into algebraic expressions and simplify by combining like terms	A.5.6.2 A.5.7.4 A.5.8.4 A.4.6.2 A.4.7.3 A.4.8.3
ELPA.1.6-8.2 Create and use a function table	Identify terms in simple patterns with assistance	Identify the next term when given a visual prompt with assistance	Complete a simple function table by finding missing terms with assistance	Create and complete a simple function table using a given rule with one operation with assistance	Create and complete a function table using a given rule with two operation with assistance	A.4.6.1 A.4.7.1 A.4.7.2 A.4.8.1 A.4.8.2
ELPA.1.6-8.3 Model, write and solve real-world equations and inequalities using manipulatives	Model a simple equation using manipulatives with assistance	Model simple equations and inequalities of real world situations using manipulatives with assistance	Model and write simple equations and inequalities of real world situations using manipulatives with assistance	Model, write and graph simple equations and inequalities of real world situations using manipulatives with assistance	Model, solve, and graph two-step equations and inequalities with one variable of real world situations using manipulatives with assistance	A.5.6.1 A.5.7.1 A.5.8.1

Grade 6-8  
2. Algebra

Students shall use the Language of Data Analysis and Probability to develop mathematical knowledge of Data Representation, Data Analysis, Inferences and Predictions, and Probability.

- Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
- Students shall select and use appropriate statistical methods to analyze data.
- Students shall develop and evaluate inferences and predictions that are based on data.
- Students shall understand and apply basic concepts of probability.

ELP Student Learning Expectation	Student Proficiency Levels				Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5
ELPA.1.6-8.4 Develop and apply mathematical models to represent and understand quantitative relationships	Participate in a real world activity and identify the data with teacher assistance	Collect data from a real world activity by using a table with assistance	Collect data from a real world activity using a table and graph using simple grid paper with assistance	Collect data using a table and graph using simple grid paper and write a simple equation with assistance	Graph data from a real world activity and write an equation using the meaning of slope and explain the relationship between the graph and equation with assistance as grade appropriate
					A.6.6.1 A.6.7.1 A.6.8.1

Vocabulary:

Expression, variable, linear equation, linear inequality, coordinate plane, polynomial, function, algebraic, function table, two operation function table, patterns, input, output, independent variable, dependent variable, inequalities, inverse operations, coordinate plane, rational numbers, quadrants, y intercept, slope, rate of change, nth term, quadratic function, exponent, exponential functions` combine like terms, consolidate, balance, constant, coefficient, predict, rates, change

Grade 6-8  
Geometry

Students shall use the Language of Geometry to develop mathematical knowledge of Geometric Properties, Transformation of Shapes, Coordinate Geometry, and Visualization and Geometric Models.

- Students shall analyze characteristics and properties of 2- and 3- dimensional geometric shapes and develop mathematical arguments about geometric relationships.
- Students shall apply transformations and the use of symmetry to analyze mathematical situations
- Students shall specify locations and describe spatial relationships using coordinate geometry and other representational systems.
- Students shall use visualization, spatial reasoning and geometric modeling.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPG.3.6-8.1 Analyze characteristics of 2- and 3- dimensional geometric shapes	Identify a figure, given the term (i.e., teacher says circle, student can point to a picture of a circle)	Select proper geometric shape given the characteristics of the shape with assistance	Sort and identify geometric shapes using two- and three-dimensional models with assistance	Identify and draw geometric shapes using isometric dot paper with assistance	Classify geometric shapes and validate conclusions of their properties	G. 8.6.1 G. 8.7.1 G. 8.8.1 G. 8.6.2 G. 8.7.1 G.11.6.1 G.11.7.1 G.11.8.1
ELPG.3.6-8.2 Identify, classify, and draw lines and angles using attributes	Identify basic geometric vocabulary and properties (i.e., teacher uses a picture for student to identify)	Investigate properties of parallel lines and transversals using models with assistance	Identify angles in relation to parallel lines and a transversal using models with assistance	Classify the pairs of angles formed between two intersecting lines and parallel lines cut by a transversal with assistance	Identify the pairs of angles formed between two intersecting lines and parallel lines cut by a transversal and discuss the relationship between the angles as grade appropriate	G. 8.7.3
ELPG.3.6-8.3 Identify, classify, and draw triangles using attributes	Identify basic geometric vocabulary and properties (i.e., teacher uses a picture for student to identify)	Investigate properties of triangles using models with assistance	Draw triangles by using the attributes with assistance	Describe and name triangles by using the degree of the angles or the lengths of the sides	Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular	G. 8.6.3

Grade 6-8  
3. Geometry



Students shall use the Language of Algebra to develop mathematical knowledge of Patterns, Relations and Functions, Algebraic Representations, Algebraic Models, and Analysis of Change

- Students shall recognize, describe and develop patterns, relations and functions.
- Students shall represent and analyze mathematical situations and structures using algebraic symbols.
- Students shall develop and apply mathematical models to represent and understand quantitative relationships.
- Students shall analyze change in various contexts.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPG.3.6-8.3 Specify locations using coordinate geometry system	Identify the parts of the coordinate plane, given a term and a grid (i.e., teacher says origin, student can point to a picture of a origin)	Draw a coordinate plane and number the lines correctly and label the x- and y-axis and name the four quadrants with assistance	Describe the location of points on a coordinate plane from the origin with assistance	Plot ordered pairs on a coordinate plane to form a geometric figure with assistance	Plot ordered pairs to form a geometric figure and draw, identify and classify the figure	G.10.6.1 G.10.7.1 G.10.8.1 G.10.6.2 G.10.7.2
ELPG.3.6-8.4 Identify and describe the characteristics of circles	Identify the parts of a circle (radius, diameter, center, chord, and circumference) from a diagram with assistance	Label the parts of a circle (radius, diameter, center, chord, and circumference) from a word bank with assistance	Draw, label, and determine relationships among the radius, diameter, center and circumference (e.g., radius is half the diameter) of a circle with assistance	Draw, label, and determine relationships among the radius, diameter, center and circumference (e.g., radius is half the diameter) of a circle with assistance	Model and develop the concept that pi ( $\pi$ ) is the ratio of the circumference to the diameter of any circle	G.8.6.4 G.8.7.5

Vocabulary: Find symbols parallel, congruent, perpendicular, angle, triangle, degree, flip, slide, turn, transformation, reflection, translation, rotation, two-dimensional, three-dimensional, triangle, quadrilateral, hexagon, pentagon, decagon, acute, obtuse, right, intersecting, straight angle, congruent, adjacent, vertex, rays, interior, exterior, quadrant, horizontal, vertical, x-axis, y-axis, ordered pair, net, line of symmetry

Grade 6-8  
4. Measurement

Students shall use the Language of Measurement to develop mathematical knowledge of Physical Attributes and Systems of Measurement

- Students shall use attributes of measurement to describe and compare mathematical and real-world objects.
- Students shall identify and use units, systems and processes of measurement.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.4.6-8.1 Identify, select, draw and use appropriate customary and metric measurement tools	Select appropriate tools for measuring real-world objects or figures using words and/or gestures (height or weight) with assistance	Identify measurement tools from pictures and objects and state the uses with assistance	Draw and measure distance to the nearest mm and 1/16 of an inch with accuracy as grade appropriate with assistance	Explain, using simple phrases, how to use measurement in real-world situations (construction, architecture, cartography)	Determine which unit of measure or measurement tool matches the context for a problem situation (e.g., angles, perimeter, area, surface area and volume)	M.12.6.1 M.12.7.1 M.12.8.1 M.13.6.3 M.13.7.2 M.13.8.1 M.13.6.2
ELPM.4.6-8.2 Make simple conversions within the same measurement system	Identify and compare various measurement units using models with teacher assistance (e.g., Show how long different tasks take)	Identify and compare various measurement units using models with peer assistance	Identify and use simple phrases for the basic units of length, weight, capacity, and time using real-world objects with assistance (e.g., word wall, peer, teacher)	Make comparisons of standard units of measurement in real-world problems	Make comparisons and conversions of standard units of measurement in real-world problems	M.12.6.2 M.12.7.2 M.12.8.2

Grade 6-8  
4. Measurement

Students shall use the Language of Measurement to develop mathematical knowledge of Physical Attributes and Systems of Measurement

- Students shall use attributes of measurement to describe and compare mathematical and real-world objects.
- Students shall identify and use units, systems and processes of measurement.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPM.4.6-8.3 Use simple formulas and strategies including estimation to find area, perimeter and volume	Demonstrate perimeter using physical materials (paper clips, craft sticks or grids) and by using measurement tools (rulers) and find the area of an enclosed region by covering it with squares with assistance and volume by filling a rectangular prism with cubes with assistance	Find the perimeter of the figure by measuring the length of the sides and find the area of an enclosed region by counting squares and half squares on a grid and find the volume by filling a rectangular prism with cubes with assistance	Use simple formulas to find perimeter and area of parallelograms and volume of rectangular prisms, cylinders and cones, as grade appropriate, with and without appropriate technology	Use formulas to find perimeter and area of polygons and volume and surface area of prisms, cylinders, pyramids and cones in real world problems, as grade appropriate, with assistance with and without appropriate technology	Develop and use strategies to solve simple real world problems involving perimeter, area, surface area and volume of geometric figures with and without appropriate technology	M.13.6.4 M.13.7.3 M.13.8.2 M.12.6.3 M.12.7.3 M.13.7.4 M.13.6.6

Grade 6-8

5. Data Analysis and Probability

Students shall use the Language of Data Analysis and Probability to develop mathematical knowledge of Data Representation, Data Analysis, Inferences and Predictions, and Probability.

- Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
- Students shall select and use appropriate statistical methods to analyze data.
- Students shall develop and evaluate inferences and predictions that are based on data.
- Students shall understand and apply basic concepts of probability.

ELP Student Learning Expectation	Student Proficiency Levels					Math SLE Connections
	Level 1	Level 2	Level 3	Level 4	Level 5	
ELPDAP.5.6-8.1 Collect, organize data and select appropriate graphical representation to display data	Collect simple data from classmates with assistance (e.g., favorite color, food or drink, number of siblings)	Collect and organize simple data using tally marks and frequency tables with assistance	Collect and organize simple data using tally marks and frequency tables and graph (bar, line, stem-and-leaf) the data with assistance	Collect, organize, graph, and interpret simple data samples (bar, line, stem-and-leaf, circle graphs and scatter plots) as appropriate with assistance	Create, collect, organize, graph, and interpret a variety of data samples with assistance	DAP.14.6.1 DAP.14.7.1 DAP.14.8.1 DAP.14.6.2 DAP.14.7.2 DAP.14.8.2
ELPDAP.5.6-8.2 Analyze, with and without appropriate technology, measures of central tendency and measures of spread	Match a data set with a graphical representation of the data with assistance	Match a data set with a graphical representation of the data and find range and mode with assistance	Find the measures of central tendency (mean, median, mode, range) of a given set of whole number data using appropriate technology, with assistance	Find the measures of central tendency (mean, median, mode, range) of a given set of whole number data using appropriate technology, and explain what each indicates about the set of data with assistance	Analyze the measures of central tendency (mean, median, mode, range) of a given set of whole number data using appropriate technology, and explain what each indicates about the set of data	DAP.15.6.2 DAP.15.7.2 DAP.15.8.2 DAP.15.6.1

## 5. Data Analysis and Probability

- Students shall formulate questions that can be addressed with data and collect, organize and display relevant data to answer them.
- Students shall select and use appropriate statistical methods to analyze data.
- Students shall develop and evaluate inferences and predictions that are based on data.
- Students shall understand and apply basic concepts of probability.

Vocabulary: data sets, experiment, probability, survey, fairness, inference, prediction, frequency table, chart, central tendency, mean, average, median, mode, range, line plots, bar graphs. stem-and-leaf, scatter plot predictions, maximum, minimum, tally marks, interpret, event, combinations, number cubes, spinners, tiles from a bag, theoretical

# **English Language Proficiency Framework Connections for Algebra I**

**Spring 2006**

Algebra I Strand		Standards
1. Language of Algebra		Students will develop the language of algebra including specialized vocabulary, symbols, and operations
2. Solving Equations and Inequalities		Students will write, with and without appropriate technology, equivalent forms of equations, inequalities and systems of equations and solve with fluency
3. Linear Functions		Students will analyze functions by investigating rates of change, intercepts, and zeros
4. Non-linear Functions		Students will compare the properties in the family of functions
5. Data Interpretation and Probability		Students will compare various methods of reporting data to make inferences or predictions

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Algebra I Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Symbols	ELPA.1.HS.1 Recognize symbols, operations, and basic language of algebra	Display or model the correct number of items when given any operation (i.e., $3 + 5 = ?$ , $\sqrt{25} = ?$ , $ -3  = ?$ )	Write the correct symbol when given the word (i.e., add)	Write the expression when given a simple number combination and operation (i.e., add 3 and 5)	Write the number sentence when given a word sentence (i.e., three added to what number is ten, $3 + x = 10$ )	Translate word phrases and sentences into expressions, equations, and inequalities, and vice versa	LA.1.AI.1 LA.1.AI.2 LA.1.AI.3 LA.1.AI.4 LA.1.AI.8 LA.1.AI.9 SEI.2.AI.8 DIP.5.AI.8

Resources- Algebra tiles, counters, color tiles, number cubes, base-ten blocks, money, spinners, number cubes

Vocabulary - addition, subtraction, multiplication, division, radical, exponent, expression, equation, grouping symbol, scientific notation, variable, manipulative, order of operations, equal, less than, greater than, square root, probability (theoretical and experimental), chance, powers, algebra, fraction, algorithm, associative property, commutative property, composite number, consecutive, difference, number sense, number theory, prime number, radicand, units of measure, undefined



	ELP Student Learning Expectation	Student Proficiency Levels					Connected Algebra I Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Equations and Inequalities	ELPA.2.HS.1 Identify and define terminology as it relates to equations and inequalities	Identify an equation or inequality, given a mathematical sentence or visual representation (i.e., pointing to an item or picture when given the term)	Orally state the proper term when given a visual prompt	Orally define a given algebraic term or visual representation	Translate contextual situations into equations, inequalities, and/or system of equations	Discuss what types of equations, inequalities, and/or system of equations would be used in a contextual situation	SEI.2.AI.1 SEI.2.AI.2 SEI.2.AI.3 SEI.2.AI.4 SEI.2.AI.5 SEI.2.AI.6 SEI.2.AI.7

Vocabulary - coefficient, inequality, multi-step equation, numerically, algebraically, graphically, technologically, verbally, systems of two linear equations, formula, literal equation, absolute value, rate (ratio), proportion, percent, direct and indirect variation, rate of change, midpoint, length of a line segment, Pythagorean Theorem, geometry, whole numbers, natural numbers, rational numbers, integers, real numbers, irrational numbers, distributive property, interest, hypotenuse, additive inverse, scale

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Algebra I Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Linear Functions	ELPA.3.HS.1 Recognize and define terminology as it pertains to linear functions	Identify the correct mathematical representation when given a visual prompt (i.e., pointing to an item or picture when given the term)	Orally state the proper term when given a visual prompt	Orally define linear functions and their components when given a term or visual prompt	Translate contextual situations involving linear functions and their components	Discuss the relationships of the components of linear functions	LA.1.AI.7 LF.3.AI.1 LF.3.AI.2 LF.3.AI.3 LF.3.AI.4 LF.3.AI.5 LF.3.AI.6 LF.3.AI.7 LF.3.AI.8 LF.3.AI.9

Resources - grid paper, graphing calculators, geoboards

Vocabulary - function, relation, function notation, ordered pairs, mapping diagrams, tables, domain, range, independent and dependent variables, coordinate system, slope, intercepts (x- and y-), parallel, perpendicular, point, line, parameter, line graph, slope-intercept form, standard form of a linear equation, x- and y-axis, zeros (real roots), vertical line test, coordinates (x- and y-), constant, graph of a function, point-slope form, explicit equation

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Algebra I Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Non-linear Functions	ELPA.4.HS.1 Recognize and define terminology as it pertains to non-linear functions	Identify the correct mathematical representation when given a visual prompt (i.e., pointing to an item or picture when given the term)	Orally state the proper term when given a visual prompt	Orally define non-linear functions and their components when given a term or visual prompt	Translate contextual situations involving non-linear functions and their components	Discuss the relationships of the components of non-linear functions	LA.1.AI.5 LA.1.AI.6 NLF.4.AI.1 NLF.4.AI.2 NLF.4.AI.3 NLF.4.AI.4 NLF.4.AI.5

Resources - graphing calculators, algebra tiles, base-ten materials

Vocabulary - polynomial, greatest common factor, monomial, binomial, trinomial, minimum, maximum, vertex, quadratic equation, factoring, quadratic formula, vertical shift, reflection, term, absolute value function, exponential function, parabola, perfect square trinomial

	ELP Student Learning Expectation	Student Proficiency Levels					Connected Algebra I Expectations
		Level 1	Level 2	Level 3	Level 4	Level 5	
Data Interpretation	ELPA.5.HS.5 Recognize and define terminology as it pertains to data analysis	Identify the correct mathematical representation when given a visual prompt (i.e., pointing to an item or picture when given the term)	Orally state the proper term when given a visual prompt	Orally define data interpretation methods and the components when given a term or visual prompt	Interpret data analysis methods using contextual situations	Interpret data analysis methods using contextual situations	DIP.5.AI.1 DIP.5.AI.2 DIP.5.AI.3 DIP.5.AI.4 DIP.5.AI.5 DIP.5.AI.6 DIP.5.AI.7 DIP.5.AI.9 DIP.5.AI.10

Resources - Graphing calculators, grid paper

Vocabulary - Scatter plots, line of best fit, inferences, matrix (matrices), scalar multiplication, measures of central tendency (mean, median, mode, range), box-and-whisker plots, data, cumulative frequency histogram, explicitly defined, recursively defined, inference, regression, stem-and-leaf display, array, bar graph, extrapolate, interpolate, patterns

# **English Language Proficiency Framework Connections for Geometry**

**Spring 2006**

Arkansas Department of Education  
English Language Proficiency Framework  
Connections to Geometry

Geometry Strand	Standards
1. Language of Geometry	Student will develop the language of geometry including specialized vocabulary, reasoning, and application of theorems, properties, and postulates.
2. Triangles	Students will identify and describe types of triangles and their special segments. They will use logic to apply the properties of congruence, similarity, and inequalities. The students will apply the Pythagorean Theorem and trigonometric ratios to solve problems in real world situations.
3. Measurement	Students will measure and compare, while using appropriate formulas, tools, and technology to solve problems dealing with length, perimeter, area, and volume.
4. Relationships between two- and three- dimensions	Students will analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.
5. Coordinate Geometry and Transformations	Students will specify locations, apply transformations, and describe relationships using coordinate geometry.

	ELP Student Learning Expectation	Student Proficiency Levels					Geometry SLE Connections
		Level 1	Level 2	Level 3	Level 4	Level 5	
Points, Lines, Planes & Angles	ELPG.1.HS.1 Recognize and define the basic vocabulary of geometry	Identify basic geometric vocabulary when given a picture by verbal or nonverbal response	State the proper term when given a visual prompt (i.e., given a prism, student says volume or surface area)	Define a given geometric term or picture by matching definition to picture or word	Define and draw a picture, given a geometric term	Identify and recognize geometric terms in context	LG.1.G.1 LG.1.G.2 LG.1.G.3 LG.1.G.4 LG.1.G.5 LG.1.G.6

Vocabulary – Inductive reasoning, deductive reasoning, Venn diagram, matrix logic, conditional statement, inverse, converse, contrapositive, point, line, plane, segment, ray, angle, geometric figure, figural pattern, definition, theorem, property, postulate, complementary, supplementary, vertical angles, linear pair, perpendicular lines, transversal, parallel lines, collinear points, coplanar points, adjacent angles, consecutive angles, consecutive sides, alternate interior angles, alternate exterior angles, biconditional statement, conjecture, corollary, justify

	Student Learning Expectation	Student Proficiency Levels					Geometry SLE Connections
		Level 1	Level 2	Level 3	Level 4	Level 5	
Triangles	ELPG.2.HS.1 Identify and describe types of triangles and their special segments	Identify types of triangles and their special segments given a picture by a verbal or nonverbal response	State the proper term when given a visual prompt (i.e., given a prism, student says volume or surface area)	Define triangles and their special segments given a term or picture	Define and draw a picture, given a term related to a triangle and its special segments	Identify and recognize triangles and their special segments in context	T.2.G.1 T.2.G.2 T.2.G.3 T.2.G.4 T.2.G.5 T.2.G.6

Vocabulary – congruent triangles, similar triangle, triangle, triangle inequality theorem, scalene triangle, equilateral triangle, equiangular triangle, obtuse (angle, triangle), right (angle, triangle), acute (angle, triangle), altitude, median, angle bisector, perpendicular bisector, midsegments, Pythagorean Theorem, special right triangles (30-60-90, 45-45-90), trigonometric ratios, sine, cosine, tangent, angle of elevation, angle of depression, congruent, corresponding parts, geometric mean, incenter, orthocenter



	Student Learning Expectation	Student Proficiency Levels					Geometry SLE Connections
		Level 1	Level 2	Level 3	Level 4	Level 5	
Measurement	ELPG.3.HS.1 Identify and define geometric terms relating to length, perimeter, area, volume and their formulas.	Identify an object, given a term, that represents the type of measurement (i.e., given area, student can point to a square)	State the proper term when given a visual prompt (i.e., given a prism, student says volume or surface area)	Associate the symbolic representation with the term in a geometric formula (i.e., given $A = lw$ , student knows $A$ – area, $l$ – length and $w$ – width)	Select the appropriate formula given a contextual situation	Select the appropriate formula given a contextual situation	M.3.G.1 M.3.G.2 M.3.G.3 M.3.G.4 M.3.G.5

Vocabulary – probability, formula, area, perimeter, surface area, volume, polygon, prism, pyramid, cone, cylinder, sphere, composite figure, attributes, radius, height, apothem, diameter, proportional reasoning, scale drawings, ratio, proportion

	ELP Student Learning Expectation	Student Proficiency Levels					Geometry SLE Connections
		Level 1	Level 2	Level 3	Level 4	Level 5	
Geometric Figures	ELPG.4.HS.1 Define and identify characteristics and properties of two- and three-dimensional geometric figures.	Identify a figure, given the term (i.e., teacher says circle, student can point to a picture of a circle)	State the proper term when given a figure (i.e., given a prism, student says prism)	Sort and identify when given a multiple bank of figures	Identify appropriate characteristics and properties of geometric figures, given a contextual situation	Discuss and use the properties and characteristics of geometric figures	R.4.G.1 R.4.G.2 R.4.G.3 R.4.G.4 R.4.G.5 R.4.G.6 R.4.G.7 R.4.G.8

Vocabulary – quadrilateral, sum of the interior angles, exterior angle measure of a regular polygon, regular polygon, irregular polygon, tessellate, Platonic solids, central angle, inscribed angle, arc, chord, tangent, secant, circle, sector, inscribed figure, circumscribed figure, orthographic drawing, isometric drawing, three-dimensional object, two-dimensional object, cross-section, sides of a polygon, angles of a polygon, similar polygons, slope, apothem, center of a circle, centroid, circumcenter, circumference, concentric circles, pentagon, hexagon, heptagon, octagon, nonagon, decagon, dodecagon, face, vertices

	ELP Student Learning Expectation	Student Proficiency Levels					Geometry SLE Connections
		Level 1	Level 2	Level 3	Level 4	Level 5	
Coordinate Geometry	ELPG.5.HS.1 Identify and discuss coordinate plane terminology.	Identify the parts of the coordinate plane, given a term (i.e., teacher says origin, student can point to a picture of a origin)	State the proper term when prompted to a position on the coordinate plane	Draw and label the parts of the coordinate plane	Identify appropriate coordinate plane terminology, given a contextual situation	Discuss and use the properties and characteristics of the coordinate plane and its relationships in contextual situations	CGT.5.G.1 CG5.5.G.2 CGT.5.G.3 CGT.5.G.4 CGT.5.G.5

Vocabulary – coordinate geometry, distance, midpoint, slope, horizontal lines, vertical lines, equation, slope-intercept form, parallelogram, isosceles triangle, trapezoid, equation of a circle, coordinate plane, center of a circle, radius of a circle, diameter of a circle, transformation, translation, reflection, rotation, dilation

Appendix  
for  
English Language Acquisition,  
English Language Arts Connections  
And  
Mathematics Connections

APPENDIX A  
English Language Proficiency Level Descriptors  
K-2

LISTENING

Level 1

English language learners at this level are expected to:

- Understand some isolated words, particularly vocabulary related to social/school environments, some high frequency social conventions, and simple, single words, and short phrases, directions, commands, and questions;
- Rely on non-verbal cues, such as gestures and facial expressions and require frequent repetition and rephrasing to understand spoken language; and
- Need strong situational support to understand most oral language.

Level 2

English language learners at this level are expected to:

- Understand simple, short statements and questions on a well-known topic within a familiar context;
- Understand tense through the use of adverbials or situations, rather than inflectional endings;
- Be able to follow simple multi-step directions;
- Identify the main idea and some details of short conversations of simple orally-delivered text on a familiar topic;
- Understand basic grammatical structures and vocabulary in social/school environments, but still need frequent repetition and rephrasing; and
- Understand what they have heard but not variations or recombinations of what they have heard.

Level 3

English language learners at this level are expected to:

- Understand sentence-length statements and questions that include recombinations of learned language structures on a variety of social and academic topics;
- Understand simple and compound sentences;
- Understand time through the use of simple tenses that may not be supported by adverbials of time;
- Understand multi-step directions;
- Understand the difference between statements and questions by intonation, word order, and interrogative words;
- Understand and be able to identify main ideas and some details from conversations and simple, age-appropriate orally-delivered text with support(s) in familiar communicative situations and in academic content areas;
- Begin to interpret meaning from conversations and orally-delivered text, making predictions and drawing conclusions;
- Understand some idioms, mostly related to social/school environment, and have key vocabulary from content areas; and

- Demonstrate awareness of cohesive devices but may not be able to use them to follow the sequence of thought throughout an oral text.

#### Level 4

English language learners at this level are expected to:

- Understand conversations in most social/school environments;
- Understand main ideas and significant details of extended discussions or presentations on familiar and relevant academic topics;
- Be able to comprehend conversations and orally-delivered texts involving description and narration in different time frames or conditions;
- Understand most of the basic language forms of spoken English, including timeless conditionals and sentences using clauses and phrases;
- Be able to understand cohesive devices to follow the sequence of an oral presentational text;
- Comprehend most grade-level vocabulary and idioms, especially in social/school environments, and are beginning to develop a wide range of academic vocabulary related to content areas with supports, such as visuals and rephrasing;
- Understand multiple meanings of words; and
- Be able to use context clues to understand messages

#### Level 5

English language learners at this level are expected to:

- Understand most grade-level appropriate content-area and social/academic speech;
- Understand the main ideas and relevant details of expected discussions or oral presentations on a range of familiar and unfamiliar topics comparable to a native English speaker at the same grade level;
- Be capable of making interpretations of what they hear;
- Understand most of the complex structures of spoken English relative to their grade level; and
- Have a broad range of vocabulary, including idiomatic language, relating to both content areas and social/school environments.

#### SPEAKING

#### Level 1

English language learners at this level are expected to:

- Say or repeat common phrases, words, and formulaic language;
- Provide some basic information in response to questions and requests; and
- Ask one or two-word questions without regard to structure and intonation.

#### Level 2

English language learners at this level are expected to:

- Use formulaic patterns and memorized phrases;
- Imitate telegraphic language due to the omission of some meaningful linguistic component when they deviate from formulaic language;
- Use language that is marked by the lack of number, tense, and agreement.
- Use simple transition markers, usually “and” to link ideas;
- Rely on schemata in their first language;
- Demonstrate vocabulary limited to key words and few or no academic vocabulary;
- Respond to questions usually with one or two-word answers; and
- Speak about a known topic.

### Level 3

English language learners at this level are expected to:

- Restructure learned language to communicate on a range of subjects;
- Use speech that is still marked by errors in tense, agreement, pronoun use, and inflections;
- Make errors that seldom interfere with communication in simple sentences, but so not interfere in complex constructions;
- Be limited in vocabulary, especially academic vocabulary;
- Retell, describe, narrate, questions, and give instructions, although they may lack fluidity and fluency when not using practiced or formulaic language; and
- Use language to talk about, connect, and sometimes expand on a known topic.

### Level 4

English language learners at this level are expected to:

- Restructure the language that they know to meet the creative demands of most social and academic situations;
- Respond with mostly coherent, unified, and appropriately sequenced responses to another speaker in formal and information conversations;
- Use some devices to connect ideas logically, demonstrating a range of grammatical structures;
- Make some errors in tense, agreement, pronoun use, and inflections;
- Have sufficient vocabulary to communicate in non-academic situations and most academic situations;
- Engage in extended discussions;
- Use language to talk about, connect, and expand on a topic;
- Begin to use language to reason; and
- Demonstrate fluency but may still hesitate in spontaneous communicative situations.

### Level 5

English language learners at this level are expected to:

- Respond orally with coherent, unified, and appropriately sequenced responses;
- Use a variety of devices to connect ideas logically;

- Understand and use a range of complex and simple grammatical structures, as appropriate for topic and for type of discourse;
- Demonstrate the use of grammar and vocabulary that is comparable to that of a minimally proficient native English speaker;
- Make grammar errors in speech that seldom impede communication and their range of social/school and academic vocabulary allows a precision of speech comparable to a native English speaker;
- Engage effectively in non-interactive speech;
- Use language effectively to connect, tell, expand, and reason; and
- Show flexibility, creativity, and spontaneity in speech in a variety of contexts.
- 

## READING

### Level 1

English language learners at this level are expected to:

- Demonstrate an understanding of concepts of print (e.g., front-to-back, top-to-bottom, left-to-right) and begin to track print;
- Distinguish letters from other symbolic representations;
- Follow one-step directions depicted graphically; and
- Imitate the act of reading (e.g., holding a book and turning pages; however, they comprehend meaning only through pictures).

### Level 2

English language learners at this level are expected to:

- Begin to identify the names of both upper and lower case letters of the alphabet;
- Begin to recognize that words serve different functions (e.g., nouns, verbs, adjectives);
- Follow multi-step directions depicted graphically; and
- Comprehend meaning primarily through pictures and from the teacher's tone of voice and gestures during read alouds.

### Level 3

English language learners at this level are expected to:

- Develop phonemic awareness skills that allows them to read single words and simple text with comprehension;
- Use visual and teacher supports when reading;
- Demonstrate reading that is hesitant and difficult to understand due to the lack of oral language proficiency;
- Have a small repertoire of high frequency words;
- Begin to use simple reading strategies and to make self, world, and other text connections to the text that they are reading;
- Comprehend simple sentence structure and sentences with simple compounding;
- Recognize that words serve different functions, have multiple meanings, and have both synonyms and antonyms; and
- Identify some story elements and retell the majority of the story with teacher support.



#### Level 4

English language learners at this level are expected to:

- Read familiar text with little visual and/or teacher support;
- Need supports when reading to comprehend unfamiliar texts;
- Apply phonemic awareness skills to read more complicated texts;
- Have oral fluency and use self-monitoring and self-correction strategies when necessary;
- Use pre-, during, and post-reading strategies but still need teacher prompting to use these skills;
- Identify all story elements;
- Recognize cause and effect relationships in the texts that they read;
- Comprehend text in read alouds and participate in the majority of read aloud activities; and
- Read across text types and apply what they read to other activities.

#### Level 5

English language learners at this level are expected to:

- Participate in reading activities with little teacher support at a level comparable to English-speaking peers;
- Read for different purposes across a variety of text types;
- Have an increasing range of receptive nonacademic and academic vocabulary that allows them to read with greater fluency;
- Understand multiple word meanings;
- Have greater comprehension as a result of their increasing control of the structures of English; and make connections between what they read and other experiences and tasks.

### WRITING

#### Level 1

English language learners at this level are expected to:

- Participate in writing by drawing pictures;
- Copy letters or form them from memory and copy some words;
- Imitate the act of writing (e.g., scribbling); however, their text does not transmit a message; and
- Apply some writing conventions, but do so inappropriately, or so do correctly only when copying.

#### Level 2

English language learners at this level are expected to:

- Participate in writing activities by drawing pictures or dictating words;
- Write correct words and short telegraphic sentences;

- Revise or edit their writing with teacher support;
- Produce writing that is marked by the lack of tense, number, and agreement.

### Level 3

English language learners at this level are expected to:

- Participate in writing activities with some teacher support;
- Write simple and compound sentences and begin to write with phrases;
- Use simple tenses, number, and agreement with random errors;
- Use transition words to link sentences and order sentences logically;
- Edit for sentence-level structure, spelling, and mechanics;
- Revise for content, organization, and vocabulary, usually with the support of the teacher;
- Have a good range of social vocabulary and begin to use more academic content-specific words; and
- Use fewer visual supports, shared experiences, and scaffolding during the writing process.

### Level 4

English language learners at this level are expected to:

- Participate in writing activities with minimal teacher support;
- Restructure language that they know to meet the creative demands of most social and academic situations;
- Write mostly coherent, unified, and appropriately sequenced sentences;
- Use devices to connect ideas logically;
- Use a range of grammatical structures and switch appropriately from one tense to another as required by the time frame of their text;
- Make some errors in tense, agreement, pronoun use, and inflections;
- Demonstrate use of social vocabulary and a functional academic vocabulary that allows them to participate meaningfully in content classes;
- Edit for sentence-level structure, spelling, and mechanics; and
- Revise for content, organization, and vocabulary.

### Level 5

English language learners at this level are expected to:

- Participate fully in writing activities with limited teacher support;
- Edit for sentence-level structure, spelling, and mechanics;
- Revise for content, organization, and vocabulary;
- Use complex sentence structures with some errors
- Edit for syntax and grammar;
- Use a range of nonacademic and academic vocabulary that allows for precision;

- Begin to use alternative word meanings for different audiences and purposes; and
- Use appropriate writing conventions with some errors that do not affect comprehensibility.

English Language Proficiency Level Descriptors  
3-12

LISTENING

Level 1

English language learners at this level are expected to:

- Understand some common words or key phrases, especially when highly contextualized or when cognates;
- Understand some high-frequency, single-word, or single-phrase directions when highly contextualized; and
- Use their limited knowledge of simple structural patterns to identify the communicative intent of the speaker.

Level 2

English language learners at this level are expected to:

- Understand simple and short statements, questions, and messages on familiar topics in social/school settings;
- Understand the main idea of simple messages and conversations;
- Understand most common or critical information in the classroom and begin to identify and understand only key words, phrases, and cognates in content-area settings;
- Begin to understand straight forward, single-step directions, and speaker's purpose;
- Have limited understanding of details and only of those that are explicitly stated and that support simple, direct messages, or presentations;
- Extrapolate from text if related to very basic ideas;
- Understand simple, basic grammatical structures; and
- Understand simple, basic everyday vocabulary of spoken English in the social/school environment and common, everyday activities.

Level 3

English language learners at this level are expected to:

- Understand main ideas in short conversations or general social/school topics;
- Demonstrate general understanding of short messages or texts, as well as longer conversations in familiar communicative situations and in academic content areas;
- Demonstrate detailed understanding of short discrete expressions, but not of longer conversations and messages;
- Understand single-step and multi-step directions;
- Being to interpret text on the basis of understanding its purpose;
- Understand some explicitly expressed points of view;
- Draw simple conclusions;
- Understand frequently-used verb tenses and word-order patterns in simple sentences;
- Understand a range of vocabulary and some idioms, mostly related to social/school environments; and
- Have some key vocabulary from content areas.

#### Level 4

English language learners at this level are expected to:

- Understand speech in most social/school settings;
- Understand main ideas and some key supporting ideas in content-area settings;
- Understand multi-step directions;
- Understand main ideas and significant relevant details of extended discussions or presentations on familiar and relevant academic topics;
- Interpret text on the basis of understanding the purpose of text when it is on a familiar topic;
- Understand and make subtle extrapolations from sophisticated speaker perspectives;
- Understand most of the basic language forms of spoken English and develop understanding of more complex structures;
- Understand a wide range of vocabulary and idioms, especially of social/school environments; and
- Develop a wide range of technical vocabulary related to content areas.

#### Level 5

English language learners at this level are expected to:

- Understand a significant amount of grade-level, content-area and social/school speech;
- Understand the main ideas, as well as relevant details and often subtle meaning of extended discussions or presentations, on a range of familiar and unfamiliar topics comparable to a native English speaker at the same grade level;
- Interpret what they listen to on the basis of understanding the speaker's purpose;
- Understand most of the complex structures of spoken English relative to their grade level; and
- Have a broad range of vocabulary, including idiomatic language, relating to both content areas and social/school environments.

#### SPEAKING

#### Level 1

English language learners at this level are expected to:

- Repeat common phrases with very simple structures;
- Say a few, common, everyday words; and
- Provide some basic information in response to requests.

#### Level 2

English language learners at this level are expected to:

- Use predominately formulaic patterns in speech without regard to their connectivity;
- Use some very simple transitional markers;
- Use formulaic patterns and memorized phrases relying on schemata in their first language;
- Make frequent mistakes in word order and grammar that may impede communication;
- Use social/school vocabulary that is limited to key words;

- Have little or no technical vocabulary;
- Rely on survival vocabulary (e.g., needs and wants) and vocabulary provided by others for communication;
- Be able to name or list and sometimes tell or connect; and
- Demonstrate limited vocabulary and knowledge of English structures that may impede flexibility.

### Level 3

English language learners at this level are expected to:

- Display some use of discourse features but mainly rely on familiar, discrete utterances;
- Rely on simple transitional markers and use common, straight forward grammatical structures;
- Make errors in tense agreement, pronoun use, and inflections, but these errors seldom interfere with communication in simple sentences but may interfere in complex constructions or when talking about academic issues;
- Be limited in vocabulary, especially academic and technical vocabulary;
- Use repetition; everyday imprecise words; and code-switching to sustain conversation;
- Use idiomatic expressions;
- Retell, describe, narrative, question, and give simple, concrete instructions;
- Use language to connect and to tell and sometimes to expand;
- Demonstrate some creativity and flexibility but often repeat themselves and hesitate; and
- Use pronunciation patterns that frequently interfere with communication.

### Level 4

English language learners at this level are expected to:

- Supply mostly coherent, unified, and appropriately sequenced responses;
- Use some devices to connect ideas logically;
- Use a range of grammatical structures;
- Make errors in tense, agreement, pronoun use, and inflections, but these errors usually do not interfere with communication;
- Have sufficient vocabulary to communicate in nonacademic situations and some academic and technical environments;
- Use idiomatic expressions appropriately;
- Engage in extended discussions;
- Use language to connect tell and expand;
- Use language to reason;
- Demonstrate flexibility, creativity, and spontaneity that is adequate for the communicative situation; and
- Demonstrate pronunciation that occasionally interferes with communication.

### Level 5

English language learners at this level are expected to:

- Supply coherent, unified, and appropriately sequenced responses;
- Use a variety of devices to connect ideas logically;
- Understand and use a range of complex and simple grammatical structures, as appropriate for topic and for type of discourse;

- Use grammar and vocabulary that are comparable to that of a native English speaker;
- Make grammar errors that seldom interfere with communication;
- Understand and use a variety of idioms;
- Engage in non-interactive speech;
- Use language effectively to connect, tell, expand, and reason;
- Show flexibility, creativity, and spontaneity in speech in a variety of contexts; and
- Demonstrate pronunciation patterns (i.e., stress and intonation) that may be influenced by their first language but seldom interfere with communication.

## READING

### Level 1

English language learners at this level are expected to:

- Identify isolated words and key phrases and cognates, especially when highly contextualized;
- Understand some high-frequency written directions, especially when highly contextualized.

### Level 2

English language learners at this level are expected to:

- Understand short and simple authentic texts for informative or social purposes (e.g., environmental print, formulaic texts);
- Understand short texts and trade books;
- Understand some straightforward, written directions;
- Understand main ideas;
- Identify a few explicit supporting ideas of simple authentic informative and narrative materials when they contain simple language structures or rely heavily on visual cues or some prior experiences with the topic;
- Have limited understanding of text purpose;
- Experience difficulty extrapolating from text unless related to very basic ideas;
- Understand simple basic grammatical structures of written English in the social/school environment; and
- Understand simple, basic, everyday vocabulary of the social/school environment and common, everyday activities.

### Level 3

English language learners at this level are expected to:

- Understand authentic narrative and descriptive texts at appropriate readability levels;
- Understand content-area texts at appropriate readability levels;
- Understand simple written directions, as well as some complex directions;
- Understand main ideas of narrative and descriptive texts and some of the main points of expository and persuasive texts when they deal with areas of personal interest or topic familiarity;
- Begin to understand text purpose;
- Understand some supporting ideas of expository and persuasive texts when dealing with areas of social interest;
- Understand some explicitly expressed points of view;
- Draw simple conclusions;

- Understand a range of vocabulary and some idioms, mostly related to social/school environments; and
- Have some key vocabulary from content areas.

#### Level 4

English language learners at this level are expected to:

- Understand most nonacademic and non-technical texts appropriate for grade level;
- Understand content area texts, mostly on familiar topics and at appropriate readability levels;
- Understand excerpts from literature;
- Understand most written directions;
- Understand main ideas of a broad range of texts;
- Interpret text on the basis of its purpose;
- Understand significant relevant details;
- Make extrapolations of extended narratives or presentations on familiar academic topics;
- Understand sophisticated writer perspectives;
- Understand most of the basic language forms of written English and develop understanding of more complex structures;
- Understand a wide range of vocabulary and idioms, especially of social/school environments; and
- Develop a wide range of academic and technical vocabulary related to content areas.

#### Level 5

English language learners at this level are expected to:

- Understand the range of texts available to native English speakers, including literary and academic genres and texts from social/school settings;
- Understand main ideas and extract precise and detailed information from a range of texts of familiar and unfamiliar topics in a number of genres comparable to a native English speaker at the same grade level;
- Interpret text on the basis of understanding its purpose;
- Understand and evaluate multiple perspectives of meaning;
- Understand complex structures of written English; and
- Have a broad range of vocabulary and idioms related to social and academic topics.

#### WRITING

#### Level 1

English language learners at this level are expected to:

- Copy letters or form them from memory;
- Write words, but the text may not transmit a coherent message;
- Use few discourse features in their writing;
- Use inappropriate text structure and sentence-level structure in their writing; and
- Attempt to use writing conventions, but do so incorrectly, or do so correctly only when copying.



## Level 2

English language learners at this level are expected to:

- Use some basic rhetorical features, such as ordering sentences appropriately and using simple cohesive devices;
- Revise their writing with teacher or peer support;
- Write simple sentences in the present tense with subject-verb-object constructions that are likely to be repetitive;
- Edit with explicit support and direction;
- Have limited vocabulary;
- Make frequent errors in mechanics; and
- Demonstrate a text range limited to narrative or simple descriptive.

## Level 3

English language learners at this level are expected to:

- Demonstrate some use of discourse features, such as transition words and sentence order;
- Begin to revise for content, organization, and vocabulary;
- Demonstrate comprehensible use of basic sentence structures, with errors;
- Begin to edit for sentence-level structure;
- Use everyday vocabulary but know very few academic content-specific words;
- Demonstrate some variation in register, voice, and form;
- Make frequent mechanical errors, particularly when expressing complex thoughts or technical ideas; and
- Compose narrative and some descriptive texts and begin to write expository and persuasive texts.

## Level 4

English language learners at this level are expected to:

- Demonstrate mostly successful use of discourse features, such as transition words and sentence order;
- Revise for content, organization, and vocabulary;
- Show good control of the most frequently-used grammatical structures with errors;
- Edit for sentence-level structure;
- Have sufficient vocabulary to express themselves with some circumlocutions, which are more frequent in academic contents;
- Demonstrate some awareness of audience in the tone of their writing;
- Use appropriate writing conventions, with circumlocutions and errors that infrequently affect comprehensibility; and
- Compose a variety of texts (e.g., narrative, descriptive, expository, persuasive).

## Level 5

English language learners at this level are expected to:

- Use discourse features, such as transition phrases and word order;
- Revise for content, organization, and vocabulary;
- Use complex sentence structures, with some errors, and edit for syntax and grammar;

- Have a range of technical and nonacademic vocabulary that allows for precision;
- Begin to use alternative word meanings;
- Use appropriate writing conventions with some errors that do not affect comprehensibility; and
- Compose a variety of texts (e.g., narrative, descriptive, expository, persuasive).

# Arkansas English Language Arts Frameworks Glossary

Acrostics	A kind of word puzzle sometimes used as a teaching tool in vocabulary development in which lines of verse or prose are arranged so that words, phrases, or sentences are formed when certain letters from each line are used in a certain sequence
Alliteration	The repetition of initial consonant sounds in closely positioned words or stressed syllables for aural effect
Anaphora	The deliberate repetition of a word or phrase usually at the beginning of several successive verses, clauses, or paragraphs; for example, "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills" (Winston S. Churchill).
Archetype	A symbol, theme, setting, or character-type that recurs in different times and places in literature so frequently or prominently as to suggest that it embodies some essential element of "universal" human experience, such as Frankenstein, Dracula, and Dr. Jekyll and Mr. Hyde, the archetypes that have influenced horror stories.
Assonance	The repetition in words of identical or similar vowel sounds in closely positioned words, as /a/ in the mad hatter, for aural effect
Cinquain	A five-line stanza of syllabic verse. The five lines have, respectively, two, four, six, eight, and two syllables.
Closed syllable	A syllable ending with one or more consonants
Commentary information	Student writer's interpretations and inferences supported with concrete information
Concrete information	F actual material from the text
Content prose (text)	Prose selections taken from across the curriculum
Couplet	A pair of rhyming verse lines, especially lines of the same length
Descriptive writing	Provides details about an object, place, or person purposefully to make the experience depicted come alive for the reader
Diamantes	Poetry arranged in a diamond pattern using seven lines in the following manner: line 1, one word subject (noun); line 2, two adjectives describing line 1 noun; line 3, three participles ending in -ing or -ed to describe line 1 noun; line 4, four words - two related to the noun in line 1 and two related to the noun in line 7 (they may be arranged concurrently or alternately, as the originator of the poem wishes); line 5, three participles ending in -ing or -ed to describe line 7 noun; line 6, two adjectives describing line 7 noun; line 7, one word growing out of or opposite to line 1 noun (another noun)
Digraph	Two letters that represent one speech sound, such as ch for /ch/ in chin or ea for /e/ in bread
Discourse	Purposeful communication between people
Disinformation	Deliberately misleading information announced publicly or leaked by a government or especially by an intelligence agency for the purpose of influencing public opinion or the government in another nation: "He would be the unconscious channel for a piece of disinformation aimed at another country's intelligence service" (Ken Follett).
Embedding	Process of combining sentence in which one clause or phrase is contained inside another
Evaluation	Judgment of performance as process or product or change
Expository text/writing	One of the four traditional forms of composition in speech and writing (expository, narrative, descriptive, and persuasive), intended to set forth or explain
Fluency	The clear, rapid, and easy expression of ideas in reading, writing, or speaking: movements that flow smoothly,

	easily, and readily
Focused freewriting	Freewriting that is restricted by time or topic
Free verse	Verse with an irregular metrical pattern and line length
Freewriting	Writing that is unrestricted in form, style, content and purpose; a technique designed to aid the student-writer in finding a personal voice through uninhibited expression
Genre	A form or style of writing, such as narrative (a story), informative (a report), or functional (instructions)
Homographs	Words that are spelled the same but may sound different and have different meanings, such as minute (a minute of time) and minute (very small)
Homonyms	Words that sound the same and have the same spelling but have different meanings, such as table (a piece of furniture) and table (a list of information)
Homophones	Words that sound the same but are spelled differently and have different meanings, such as hear and here
Infographics	Information conveyed by graphic elements, including charts, graphs, etc., often contained in print media
Inversion	An interchange of position of adjacent objects in a sequence, especially a change in normal word order, such as the placement of a verb before its subject
Kinds of sentences	Declarative—makes a statement or expresses and opinion and ends with a period; imperative—makes a request or gives a command and ends with either a period or an exclamation point; exclamatory—expresses strong feeling and ends with an exclamation point; interrogative—asks a question and ends with a question mark
Limericks	A fixed form of light verse of five lines with a rhyme scheme of aabba and specific meter, used exclusively for humorous or nonsense verse
Literary device	An all-purpose term used to describe any literary technique deliberately used to achieve a specific effect
Literary prose	Prose selections taken from novels, short stories, essays, etc.
Mechanics	Includes the system of symbols and cuing devices a writer uses to help readers make meaning. Features are capitalization, punctuation, formatting, and spelling.
Mode of writing	The major types of written discourse: persuasive, expository, narrative; descriptive
Narrative	Text in any form (print, oral, or visual) that recounts events or tells a story
Nonprint text	Any text that creates meaning through sounds or images or both, such as photographs, drawings, collages, films, videos, computer graphics, speeches, oral poems and tales, and songs
Onset	The consonants preceding the vowel of a syllable, as /str/ in strip and /c/ in cat
Organizational structure	Compare/contrast, analyze cause/effect, chronological order, inference, and evaluation
Persona	An assumed identity or fictional "I" assumed by a writer in a literary work; thus the speaker or narrator
Personal voice	In writing, the distinctive way in which the writer expresses ideas with respect to style, form, content, purpose, etc; author's voice
Phoneme	The smallest units of sound in a given language (The phonemes in the words are not always the same as the letters in a word. In the word dog, there are three phonemes [d-o-g] and three letters. In the word snow, there are three phonemes [s-n-o] but four letters.)
Phonics	A term generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one or more sounds (or phonemes).
Point of view	The angle of vision from which a story is told; the four basic points of view are 1) omniscient –the author tells the story, using third person, and knows all and is free to tell anything, including what other characters think and feel

	and why they act as they do; 2) limited omniscient—the author tells the story, using third person, but limits himself to a complete knowledge of one character and tells only what that one character thinks, feels, see, or hears; 3) first person—the story is told by one of the characters, using first person; 4) objective (or dramatic)—the author tells the story, using third person, but is limited to reporting what his characters say or do and does not interpret their behavior or tell their thoughts or feelings
Portfolio	A systematic and purpose collection of a variety of materials related to student learning. Rather than an archive of all the student's work throughout the year, a portfolio can serve as both an instructional and an assessment tool. The essential contents of both instructional and assessment portfolios are samples of student performance in important learning activities, student, teacher, and parent reflections on those samples, and any other relevant information that documents a student's developmental status and progress over time.
Practical text	Functional information useful in everyday applications, including manuals, handbooks, warranties, etc.
Presentation	May be oral, written, graphic, or musical and include art, music, writing
Pre-writing activities	List, survey, read, discuss, freewrite (focused/unfocused), learning and reading log, gather data, conduct experiments, debate, interview, observe, use visual aids including mapping, webbing, and formal outlining to gather and organize material for writing
Primary sources	Firsthand information, including memoirs, interviews, letters, and public documents
Prose	The ordinary language of men in speaking or writing; language not cast in poetical measure or rhythm; distinguished from verse or metrical composition. I speak in prose, and let him rymes make. --Chaucer.
Quatrain	A stanza or poem of four lines, rhymed or unrhymed
Rhetorical devices	Use of language mainly by the arrangement of words to achieve special effects
Rhetorical strategies	Plans used in arranging writing tasks or compositions, including comparison/contrast, narration, description, process analysis, etc.
Rime	A vowel and any following consonants of a syllable, such as /ack/ in black (Not all words or syllables have an onset, but they all have a rime. Out is a rime without an onset.)
Rubric	A scoring guide used to evaluate the quality of a student performance; typically, a rubric lists criteria that describe levels of proficiency on a task
Secondary sources	Works that have been collected, interpreted, or published by someone other than the original source
Sentence formation	Reflects the writer's ability to form competent, appropriately mature sentences to express thoughts. Features of this writing domain are completeness, absence of fused sentences, expansion thorough standard coordination and modifiers, embedding through standard subordination and modifiers, and standard word order.
Sentence Patterns	S-V= Subject + Verb S-V-DO= Subject + Verb + Direct Object S-V-IO-DO= Subject + Verb + Indirect Object + Direct Object S-LV-PN = Subject + Linking Verb + Predicate Nominative S-LV-PA = Subject + Linking Verb + Predicate Adjective
Sentence Types	see Types of Sentences below
Socratic discourse	A technique in which a teacher does not give information directly but instead asks a series of questions, with the result that the student comes either to the desired knowledge by answering the questions or to a deeper awareness of the limits of knowledge
Sound devices	Words with meanings or functions that are indicated by their pronunciation, including onomatopoeia, alliteration,

	consonance, etc.
Style	The characteristics of a work that reflect the author's distinctive way of writing; an author's use of language, its effects, and its appropriateness to the author's intent and theme
Syntax	The rules by which words are combined to form grammatically correct sentences (i.e., plurals, future tense, etc.); the study of how sentences are formed and the grammatical rules that govern their formation
Text Features	Format, italics, headings, sub-headings, graphics, sequence, diagrams, illustrations
Tone	The implied attitude toward the subject matter or audience of a text that readers may infer from the text's language, imagery, and structure
Types of sentences	Simple—consists of one independent clause; compound—consists of two or more independent clauses; complex—consists of one independent clause and one or more dependent (subordinate) clauses; compound-complex—consists of two or more independent clauses and one or more dependent (subordinate) clauses
Usage	Comprises the writer's use of word-level features that cause written language to be acceptable and effective for standard discourse. Features are standard inflections, agreement, word meaning, and conventions.
Visual aids	Presentational tools that appeal to the sight and are used for illustration and demonstration
Visualization	The process or result of mentally picturing objects or events that are normally experienced directly
Voice	*see Personal voice
Writing process	The many aspects of the complex act of producing a written communication, specifically, planning, drafting, revising, editing, and publishing

# Glossary for K-8 Mathematics Framework

Absolute value	A number's distance from zero on a number line Ex. The absolute value of 2 is equal to the absolute value of -2.
Acute angle	An angle whose measure is less than 90° and greater than 0°
Addends	Numbers that are being added in an addition problem
Adjacent angles	Two angles that have a common side and a common vertex and whose interiors do not overlap
Algebraic equations	A mathematical sentence involving at least one variable and sometimes numbers and operation symbols Ex. $n - 10 = 2$
Algebraic expressions	A mathematical phrase involving at least one variable and sometimes numbers and operation symbols Ex. $n - 2$
Algorithm	A rule or procedure used to complete an exercise or solve a problem
Alternate interior angles	A pair of angles formed when a third line (a transversal) crosses two other lines (These angles are on opposite sides of the transversal and are inside the other two lines.)
Alternate exterior angles	A pair of angles formed when a third line (a transversal) crosses two other lines (These angles are on opposite sides of the transversal and are outside the other two lines.)
Analog clock	A device with an hour, minute and second hand which shows a continuous sweep of time passing rather than in "jumps" Ex. digital
Area	The amount of space in square units
Associative property	The sum or product of three or more numbers is the same, regardless of how the numbers are paired Ex. $a + (b + c) = (a + b) + c$ , $a \bullet (b \bullet c) = (a \bullet b) \bullet c$
Attribute	A characteristic of an object (color, shape, size)
Bar graph	A graph that uses horizontal or vertical bars to represent data that do not touch
Basic measures	The units of measurement used to find distance, capacity and weight (The Metric system measures distance with meters, capacity with liters, and mass with grams. The customary system measures distance with inches, feet, yards, and miles, capacity with cups, quarts, and gallons, and weight with ounces, pounds, and tons.)
Benchmark fractions	A fraction that can be used to estimate the size of other numbers: $0$ , $\frac{1}{4}$ , $\frac{1}{2}$ , $\frac{3}{4}$ , $1$
Box and Whisker plot	Organization of data in a graph that shows the minimum, first quartile, median, third quartile, and maximum values (The graph uses a rectangle (or box) to represent the middle 50% of the data (interquartile range) and line segments (or whiskers) at both ends to represent the remainder of the data.)
Capacity	The maximum amount of liquid a container can hold
Categorical data	Data that can be categorized, such as types of lunch food (Conversely, numerical data is data that is ordered numerically, such as heights of students.)
Center of a circle	The point in the plane of a circle equally distant from all points on the circle
Central tendencies	A single number that is used to describe a set of data (mean, median, mode)
Chord	A line segment joining any two points on a circle
Circle graph	A graph in which a circle and its interior are divided into parts to represent the parts of a set of data
Circumference	The distance around a circle or the maximum distance around a sphere

Combinations	Subsets chosen from a larger set of objects in which the order of the items does not matter Ex. the number of different committees of three that can be chosen from a group of twelve members
Commutative property	The sum or product of two numbers is the same, regardless of the order of the numbers. Ex. $a + b = b + a$ , $a \cdot b = b \cdot a$
Compatible numbers	A pair of numbers that is easy to work with mentally, also known as friendly numbers Ex. The numbers 25 and 70 are compatible numbers for estimating $22 + 73$ ; the numbers 150 and 5 are compatible for estimating $148 \div 5$ ; the numbers 90 and 30 are compatible for estimating $91.3 \div 29.7$ .
Compensatory numbers	Compensatory numbers are used to adjust numbers in a computation after the use of compatible numbers. Ex. $23 + 18 \sim 23 + 20 = 43$ (Since two was added to increase 18 to 20 as compatible numbers, two will be subtracted from 43 to compensate for the change. Therefore, two is the compensatory number.)
Complementary angles	Two angles that have measures with a sum of $90^\circ$
Composite numbers	A natural number that has more than two factors Ex. 9 is a composite number because it has more than two factors: 1, 3, 9
Composite figure	A figure that is made up of two or more shapes
Composition	A set of numbers together to form a new number using addition or multiplication
Compound event	An event consisting of two or more non-mutually exclusive events
Computational fluency	Computational fluency refers to having efficient and accurate methods for computing. (Students exhibit computational fluency when they demonstrate flexibility in the computational methods they choose, understand and can explain these methods, and produce accurate answers efficiently.)
Concave	A polygon with one or more diagonals that have points outside of the polygon
Cone	A three-dimensional shape having a circular base, a curved lateral surface, and one vertex
Congruent	( $\cong$ ) Having exactly the same size and shape Ex. If you put one figure on top of the other, they would match exactly.
Conjecture	Guesses or conclusions based on assumed or known knowledge, but without proof
Contextual situations	Relating a mathematical problem to a real modeled or illustrated circumstance
Contiguous	Touching, in actual contact, adjacent, and adjoining
Convex	A polygon with all interior angles measuring less than $180^\circ$ (No segment that connects two vertices can be drawn outside of the polygon.)
Coordinate plane	A two dimensional system in which a location is described by its distance from two perpendicular number lines called (Coordinate grid) axes
Corresponding angles	(1) Two angles that lie on the same side of the transversal, in corresponding positions with respect to the two lines that the transversal intersects (The angles are congruent if the two lines are parallel.) (2) When comparing two figures, angles in the same relative position are corresponding angles. (If the figures are similar or congruent, then the corresponding angles are congruent.)
Cube	A polyhedron with six square faces
Cylinder	A three-dimensional figure shaped like a can of soup



Decimal number system	A place value number system based on groupings by powers of ten
Decompose	The process of breaking a number into smaller units to simplify units for problem solving Ex: $64 + 26$ can be written as $(60 + 4) + (20 + 6)$ , for the purpose of identifying compatible numbers.
Dependent variable	In a function, a variable whose value is determined by the value of the related independent variable
Diameter	A line segment that passes through the center of the circle and has endpoints on the circle (chord)
Difference	The result of a subtraction problem
Digit	A digit is any one of the basic symbols used to write a numeral. Ex: The numeral 23 is made up of the digits 2 and 3.
Distributive property	When one of the factors of a product is written as a sum or difference, multiplying each addend first does not change the original product. Ex: $3 \bullet (4 + 5) = (3 \bullet 4) + (3 \bullet 5)$
Divisibility rules	Patterns that make it easier to determine whether a whole number is divisible by another whole number, without actually doing the division
Double bar graph	A bar graph used to compare two similar kinds of data
Double line graph	A line graph with two or more lines or line segments that represent two or more sets of data that reflect change over time
Edge	The line formed where two faces of a three-dimensional figure intersect. Ex. A cube has 12 edges.
Elapsed time	An amount of time between two events
Equalities	A mathematical sentence that contains a symbol in which the terms on either side of the symbol are equal Ex. $7 = 7$ , $7 = 3 + x$
Equation	A statement that two mathematical expressions are equal Ex. $5 + 3 = 8$ and $x + 7 = 15$ are equations.
Equiangular	All angles have the same measure. Ex. an equiangular quadrilateral where each angle measures $90^\circ$
Equilateral shape	A shape in which all have sides are the same length
Equivalent	Equal in value but in different form
Estimate	A close rather than an exact answer
Even number	Even numbers are numbers ending in a 2, 4, 6 or 8. (multiples of 2)
Expanded notation	A way to write numbers that reflect the place value of each digit Ex. $343 = 300 + 40 + 3$
Experimental probability	A statement of probability based on the results of a series of trials Experimental probability (event) = $\frac{\text{number of trials resulting in a favorable outcome}}{\text{Total number of trials in experiment}}$
Explicit	A formula whose dependent variable is defined in terms of the independent variable Ex. $y = 2x - 3$
Exponential form	A quantity expressed as a number raised to a power (In exponential form, 32 can be written as $2^5$ .)
Face	A two-dimensional side of a three-dimensional figure Ex. The faces of a cube are squares.
Factor	One of two or more numbers that are multiplied together to get a product (13 and 4 are both factors of 52 because $13 \bullet 4 = 52$ .)

Flip (Reflection)	(See Reflection.)
Frequency table	A table that shows how often each item, number, or range of numbers (interval) occurs in a set of data.
Function table	A table that lists pairs of numbers that shows a function (A set of ordered pairs such that for any input there is only one possible output.)
Histogram	A graphic representation of the frequency distribution of a continuous variable (Rectangles are drawn in such a way that their bases lie on a linear scale representing different intervals (bin width). Therefore, the variable on the x-axis is continuous. Frequency of occurrence appears on the y-axis.)
Identity Property of Addition	If you add zero to a number, the sum is the same as that given number. Ex. $8 + 0 = 8$ and $a + 0 = a$
Identity Property of Multiplication	If you multiply a number, the product is the same as that given number. Ex. $3.5 \bullet 1 = 3.5$ and $a \bullet 1 = a$
Independent variable	In a function, a variable that determines the value of the related dependent variable
Inequality	A mathematical sentence that compares two amounts using the symbols $<$ , $>$ , $\leq$ , $\geq$ , $\neq$ .
Inferences	Generalizations that are useful in making predictions based on data
Input/Output	(See Independent variable and Dependent variable.) (Independent variable/ Dependent variable)
Integers	The set of whole numbers and their opposites $\{\dots -2, -1, 0, 1, 2, \dots\}$
Interquartile range	The difference between the upper quartile and the lower quartile
Intersecting lines	Lines that cross and have exactly one point in common
Inverse operation	An operation that will undo another operation (Ex. addition and subtraction)
Inverse property	The result of two real numbers that combined will give the identity elements of zero or one (When a number is added to its additive inverse, the sum is zero. When a number is multiplied by its multiplicative inverse, the product is one.)
Irrational numbers	Real numbers that have infinite, but non-repeating, decimal representation
Irregular polygons	A polygon whose sides is not the same length and whose angles are not all congruent
Isosceles triangle	A triangle that has at least two congruent sides
Line	A straight path that extends infinitely in opposite directions
Line of best fit	A line, segment, or ray drawn on a scatter plot to estimate the relationship between two sets of data, also called a trend line
Line graph	A graph in which data points are connected by line or line segments that represent data and reflect change over time
Line plot	A sketch of data in which check marks, X's, or other symbols above a labeled number line show the frequency of each value
Line of symmetry	A line that divides a figure or figures into two congruent parts that are mirror images of each other
Line segments	Part of a line defined by two endpoints
Line symmetry	A figure that can be divided along a line so it has two congruent halves is said to have line symmetry.
Linear equation	An algebraic equation that describes a straight line
Linear pair	Two angles are said to be linear if they are adjacent angles formed by two intersecting lines and form a straight angle (180 degrees).
Logic grid	A grid of rows and columns used to organize information in a problem

Mass	The measure of the amount of matter of an object in the object's mass while an object's weight is a measure of the force with which gravity attracts the object (Although your mass is the same on earth as it is on the Moon, you weigh more on Earth because the attraction of gravity is greater on Earth.)
Mean	The sum of a set of numbers divided by the number of elements in the set (also referred to as average)
Measures of spread	Range
Median	The middle number (or the average of the two middle numbers, when necessary) in a set of numbers that are arranged from least to greatest
Mode	The number that occurs most often in a set of data (there may be one, more than one, or no mode)
Multiple	A number that is the product of the given number and an integer
Natural numbers	Counting numbers {1,2,3,4,5...}
Nets	A two-dimensional shape that can be folded to form a three-dimensional figure
Non-linear	Not a straight line
Non-Standard units	Informal units of measure such as handfulls, arms length, and stride.
Number theory	The exploration of properties and characteristics of numbers
Numerical data	Data consisting of numbers
Obtuse angle	An angle whose measure is greater than 90° and less than 180°
Odd number	A whole number that has 1, 3, 5, 7, or 9 in the ones' place that is not divisible by two
Operation	An action performed on one or two numbers producing a single number result (addition, subtraction, multiplication, division, opposite of a number, and square root of a number)
Order of operations	Rules describing what sequence to use in evaluating expressions
Ordered pair	A pair of numbers of the form (x, y) that give the location of a point on a coordinate plane (The first number in the ordered pair describes the horizontal distance and the second describes the vertical distance.)
Ordinal number	A number used to express position or order in a series, such as first, third, and tenth (Generally, ordinal numbers are used in dates.)
Outcomes	The results of an event (Heads and tails are the two outcomes of the event of tossing a coin.)
Outlier	Numerical data piece that is significantly larger or smaller than the rest of the data set
Parallel lines	Lines that are the same distance apart and never meet
Patterns	A model, plan, or rule using words or variables to describe a set of shapes or numbers that repeat in a predictable way
Percent	Means "hundredths" or "out of 100" Ex. $\frac{45}{100} = 45\%$
Percentage	The expression of a part of a whole (the whole of something is always 100 percent) in terms of hundredths
Perfect square	The product of a number times itself (The square root of any number that is not a perfect square is an irrational number.)
Perimeter	The sum of the lengths of the sides of a two-dimensional figure
Perpendicular lines	Two rays, lines, or line segments that form right angles
Pi	The ratio of the circumference of a circle to its diameter (Pi is the same for every circle, approximately 3.14)

Pictograph	A graph constructed with pictures or symbols (A pictograph makes it possible to compare at a glance the relative amounts of two or more counts or measures.)
Pictorial models	Pictures of items used in modeling
Place value	The relative worth of each number that is determined by its position
Plane figure	A figure that can be entirely contained in a single plane
Polygon	A closed two-dimensional figure made up of segments called sides, which intersect only at their endpoints called vertices
Polyhedron	A closed three-dimensional figure in which all the surfaces are polygons
Polynomial	An expression consisting of two or more terms
Prime factorization	A composite number expressed as the product of factors that are prime numbers
Prism	A polyhedron with two parallel faces (called bases) that are the same size and shape
Probability	A number from zero to one that indicates the likelihood that something (an event) will happen (The closer a probability is to one, the more likely it is that an event will happen.)
Product	The result of multiplication
Proportion	An equation $a/b = c/d$ that states that the two ratios are equivalent
Pyramid	A polyhedron in which one face (the base) is a polygon and the other faces are formed by triangles with a common vertex (the apex) (A pyramid is classified according to the shape of its base.)
Pythagorean theorem	In a right triangle, the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse $(a^2 + b^2) = c^2$
Quadrilateral	A polygon with four sides
Quadrant	Any of the four sections into which a rectangular coordinate grid is divided by the intersection of the x- and y-axes (The quadrants are numbered I, II, III, and IV, beginning at the upper right (where x- and y-coordinates are positives) and continuing counterclockwise.)
Qualitative change	Relating to or involving comparisons based on qualities
Quantitative change	Involving distinctions based on quantities
Quartile	The quartiles divide an ordered set of data into four groups of the same size
Quotient	The result of division of one quantity by another (dividend/divisor = quotient)
Radius	A line segment from the center of a circle or sphere to any point on the circle or sphere (also, the length of such a line segment)
Range	The difference between the maximum and minimum in a set of data
Rate	A comparison by division of two quantities with different units
Ratio	Comparisons of two quantities with like units (Ratios can be expressed with fractions, decimals, percents, or words. They can be written with a colon between the two numbers being compared.)
Rational numbers	Any number that can be written in the form $a/b$ where a is any integer and b is any integer except zero
Ray	A part of a line that has one endpoint and extends endlessly in one direction
Real numbers	A set of numbers combining rational and irrational numbers
Rectangular arrays	A rectangular arrangement of objects in rows and columns in which each row has the same number of parts and each column has the same number of parts
Rectangular prism	A prism whose faces (including the bases) are all rectangles

Reflection	A transformation that “flips” a figure over a line or an object over a plane so that it becomes a mirror image of the original (same as a flip)
Regrouping	A process in a mathematical operation where numbers are renamed Ex. 2 tens and 14 ones are equivalent to 34.
Regular polygon	A polygon whose sides are the same lengths and whose angles are equal
Rhombus	A parallelogram whose sides are all the same length (The angles are usually not right angles, but they may be right angles.)
Right angle	An angle whose measure is ninety degrees
Rotation	A transformation obtained by rotating a figure around a given point often referred to as a turn (same as a turn)
Rotational symmetry	In a plane, a figure has rotational symmetry if it can be rotated less than one full turn around a point so that the resulting figure (the image) exactly matches the original figure (the pre-image).
Scalene triangle	A triangle with sides of three different lengths and angles of three different sizes
Rounding numbers	Replacing a number with a nearby number that is easier to work with or better reflects the precision of the data
Scatter plot	A graph with one point for each item being measured (The coordinates of a point represent the measures of two attributes of each item.)
Scientific notation	A method of representing a number as a product of a number between 1 and 10 and a power of 10 Ex. 3456 can be written as $3.456 \times 10^3$ .
Sequence	A series of numbers that are predictable and can be extended using operations
Skip count	To count by multiples of a number
Similar figure	Figures that are exactly the same shape, but not necessarily the same size
Slide (Translation)	(See Translation.)
Slope	The measure of steepness of a line; the ratios of rise over run; or change in y over change in x
Sphere	A three dimensional shape whose curved surface is, at all points, a given distance from its center point
Square root	The square root of a number n is a number that, when multiplied by itself, results in the number n. Ex. 4 is a square root of 16 because $4 \times 4 = 16$ .
Standard units	Units of measure that have an accepted value like inch, cup, meter, and pound
Stem and Leaf plot	A method of organizing data for the purpose of comparison where the “leaf” is the number in the smallest place value and the “stem” includes the numbers in the larger place values
Straight angle	An angle whose measure is 180 degrees (It is formed by two opposite rays.)
Strategy	A method or way of solving a problem
Supplementary angles	Two angles whose measures total 180 degrees
Surface area	The total area of the faces (including the bases) and curved surfaces of a three-dimensional figure
Symmetry	(See line symmetry or rotational symmetry.)
Technology	Tools used to enhance teaching: calculators, interactive graphics programs, spreadsheets, Smart-Board, etc.
Theoretical probability	Identifying, using mathematical expectations, the number of possible ways an event can happen compared to all of the possible events
Three-Dimensional	A figure that has depth, width, and height

Transformation	An operation on a geometric figure by which each point gives rise to a unique image (rotations, dilations, translations, and reflections)
Translation	The motion of sliding an object or picture any direction along a straight line without rotation or reflection (same as a slide)
Transversal	The name given to a line that intersects two or more other lines in a given plane
Trapezoid	A quadrilateral that has exactly one pair of parallel sides (No two sides need be the same length.)
Tree diagram	A method of finding all the possible outcomes of prime factorization or probability situations by systematically listing the possibilities
Trend line	A line segment, or ray drawn on a scatter plot to estimate the relationship between two sets of data (line of best fit)
Turns	A transformation obtained by rotating a figure around a given point often referred to as a turn (same as a rotation)
Two-Dimensional	Objects that have length and width but no thickness
Variable	A symbol such as a letter, box, star, etc. that is used to represent an unknown or undetermined value in an expression or number sentence (equation)
Venn diagram	A pictorial representation of two or more sets showing elements that the sets have in common and elements that are unique to one or the other sets
Vertex (Plural: Vertices)	The point where two sides of a two-dimensional figure meet or the point where two or more edges of a three-dimensional figure meet
Vertical angles	When two lines intersect, the angles that do not share a common side; the angles opposite each other (Vertical angles have equal measures.)
Volume	A measure of the amount of space occupied by a three-dimensional shape, generally expressed in "cubic" units
Whole numbers	The set of natural numbers plus the number zero Ex: 0, 1, 2, 3, 4...
Y-Intercept	The coordinate at which the graph of a line intersects the y-axis

# CLASSIFICATION OF WORD PROBLEMS

Problem Type			
Join	(Result Unknown) Connie had 5 marbles. Juan gave her 8 more marbles. How many marbles does Connie have altogether?	(Change Unknown) Connie has 5 marbles. How many more marbles does she need to have 13 marbles altogether?	(Start Unknown) Connie had some marbles. Juan gave her 5 more marbles. Now she has 13 marbles. How many marbles did Connie have to start with?
Separate	(Result Unknown) Connie had 13 marbles. She gave 5 to Juan. How many marbles does Connie have left?	(Change Unknown) Connie had 13 marbles. She gave some to Juan. Now she has 5 marbles left. How many marbles did Connie give to Juan?	(Start Unknown) Connie had some marbles. She gave 5 to Juan. Now she has 8 marbles left. How many marbles did Connie have to start with?
Part-Part-Whole	(Whole Unknown) Connie has 5 red marbles and 8 blue marbles. How many does she have?	(Part Unknown) Connie has 13 marbles. 5 are red and the rest are blue. How many blue marbles does Connie have?	
Compare	(Difference Unknown) Connie has 13 marbles. Juan has 5 marbles. How many more marbles does Connie have than Juan?	(Compare Quantity Unknown) Juan has 5 marbles. Connie has 8 more than Juan. How many marbles does Connie have?	(Referent Unknown) Connie has 13 marbles. She has 5 more marbles than Juan. How many marbles does Juan have?

## INVENTED ALGORITHMS-ADDITION & SUBTRACTION

PROBLEM	ININCREMENTING	COMBINING TENS AND ONES	COMPENSATING
Join (Result Unknown) Paul has 28 strawberries in his basket. He picked 35 more strawberries. How many strawberries did he have then?	"20 and 30 is 50, and 8 more is 58. 2 more is 60, and 3 more than that is 63."	"20 and 30 is 50. 8 plus 5 is like 8 plus 2 and 3 more, so it's 13. 50 and 13 is 63."	"30 and 35 would be 65. But it's 28, so it's 2 less. It's 63."
Separate (Result Unknown) Paul had 75 strawberries in his basket. He ate 26. How many did he have left?	"70 take away 20 is 50, and take away 6 more is 44. But you have to put back the 5 from the 75. That's 49."	"70 take away 20 is 50. 5 take away 6 that makes 1 more to take away from the 50. That's 49."	"If it was 75 take away 25, it would be 50. But it's 26, so you have to take one more away. 49."
Join (Change Unknown) Paul has 47 strawberries in his basket. How many more strawberries does he have to pick to have 75 all together?	"47 and 3 is 50 and 20 more is 70. So that's 23, but I need 5 more, so it's 28." "47, 57, 67. That's 20. 67 and 3 is 70, and 5 more is 75. So 8 and the 20, 28."	Combining tens and ones is not commonly used for Join (change unknown) problems.	"If it were 45, it would be 30. But it's 47, so it's 2 less. It's 28."

GROUPING/PARTITIONING, RATE, PRICE, & MULTIPLICATIVE COMPARISON PROBLEMS

Problem Type	Multiplication	Measurement Division	Partitive Division
Grouping/Partitioning	Gene has 4 tomato plants. There are 6 tomatoes on each plant. How many tomatoes are there all together?	Gene has some tomato plants. There are 6 tomatoes on each plant. All together there are 24 tomatoes. How many tomato plants does Gene have?	Gene has 4 tomato plants. There are the same number of tomatoes on each plant. All together there are 20 tomatoes. How many tomatoes are there on each tomato plant?
Rate	Ellen walks 3 miles an hour. How many miles does she walk in 5 hours?	Ellen walks 3 miles an hour. How many hours will it take her to walk 15 miles?	Ellen walked 15 miles. It took her 5 hours. If she walked the same speed the whole way, how far did she walk in one hour?
Price	Pies cost 4 dollars each. How much does 7 pies cost?	Pies cost 4 dollars each. How many pies can you buy for \$28?	Jan bought 7 pies. She spent a total of \$28. If each pie cost the same amount, how much did one pie cost?
Multiplicative Comparison	The giraffe in the zoo is 3 times as tall as the kangaroo. The kangaroo is 6 feet tall. How tall is the giraffe?	The giraffe is 18 feet tall. The kangaroo is 6 feet tall. The giraffe is how many times taller than the kangaroo?	The giraffe is 18 feet tall. She is 3 times as tall as the kangaroo. How tall is the kangaroo?



## MANIPULATIVES TO CONCEPTS

The following is a listing of SOME of the concepts that can effectively be taught using the given manipulatives.

Manipulative	Concepts
<b>Algebra Tiles</b>	Integers, equations, inequalities, polynomials, similar terms, factoring, estimation
Attribute Blocks	Sorting, classification, investigation of size, shape, color, logical reasoning, sequencing, patterns, symmetry, similarity, congruence, thinking skills, geometry, organization of data
Balance Scale	Weight, mass, equality, inequality, equations, operations on whole numbers, estimation, measurement
Base-Ten blocks	Place value, operations on whole numbers, decimals, decimal-fractional-percent equivalencies, comparing, ordering, classifications, sorting, number concepts, square and cubic numbers, area, perimeter, metric measurement, polynomial
Calculators	Problems with large numbers, problem solving, interdisciplinary problems, real-life problems, patterns, counting, number concepts, estimation, equality, inequality, fact strategies, operations on whole numbers, decimals, fractions
Capacity Containers	Measurement, capacity, volume, estimation
Clocks	Time, multiplication, fractions, modular arithmetic, measurement
<b>Color Tiles</b>	Color, shape, patterns, estimation, counting, number concepts, equality, inequality, operations on whole numbers and fractions, probability, measurement, area, perimeter, surface area, even and odd numbers, prime and composite numbers, ratio, proportion, percent, integers, square and cubic numbers, spatial visualization
Compasses	Constructions, angle measurement
Cubes	Number concepts, counting, place value, fact strategies – especially turnaround facts, classification, sorting, colors, patterns, square and cubic numbers, equality, inequalities, averages, ratio, proportion, percent, symmetry, spatial visualization, area, perimeter, volume, surface area, transformational geometry, operations on whole numbers and fractions, even and odd numbers, prime and composite numbers, probability
Cuisenaire Rods	Classification, sorting, ordering, counting, number concepts, comparisons, fractions, ratio, proportion, place value, patterns, even and odd numbers, prime and composite numbers, logical reasoning, estimation, operations on whole numbers
Decimal Squares	Decimals – place value, comparing, ordering, operations, classification, sorting, number concepts, equality, inequality, percent, perimeter, area
Dominoes	Counting, number concepts, fact strategies, classification, sorting, patterns, logical reasoning, equality, inequality, mental math, operations on whole numbers
Fraction Models	Fractions – meaning, recognition, classification, sorting comparing, ordering, number concepts, equivalence, operations, perimeter, area, percent, probability

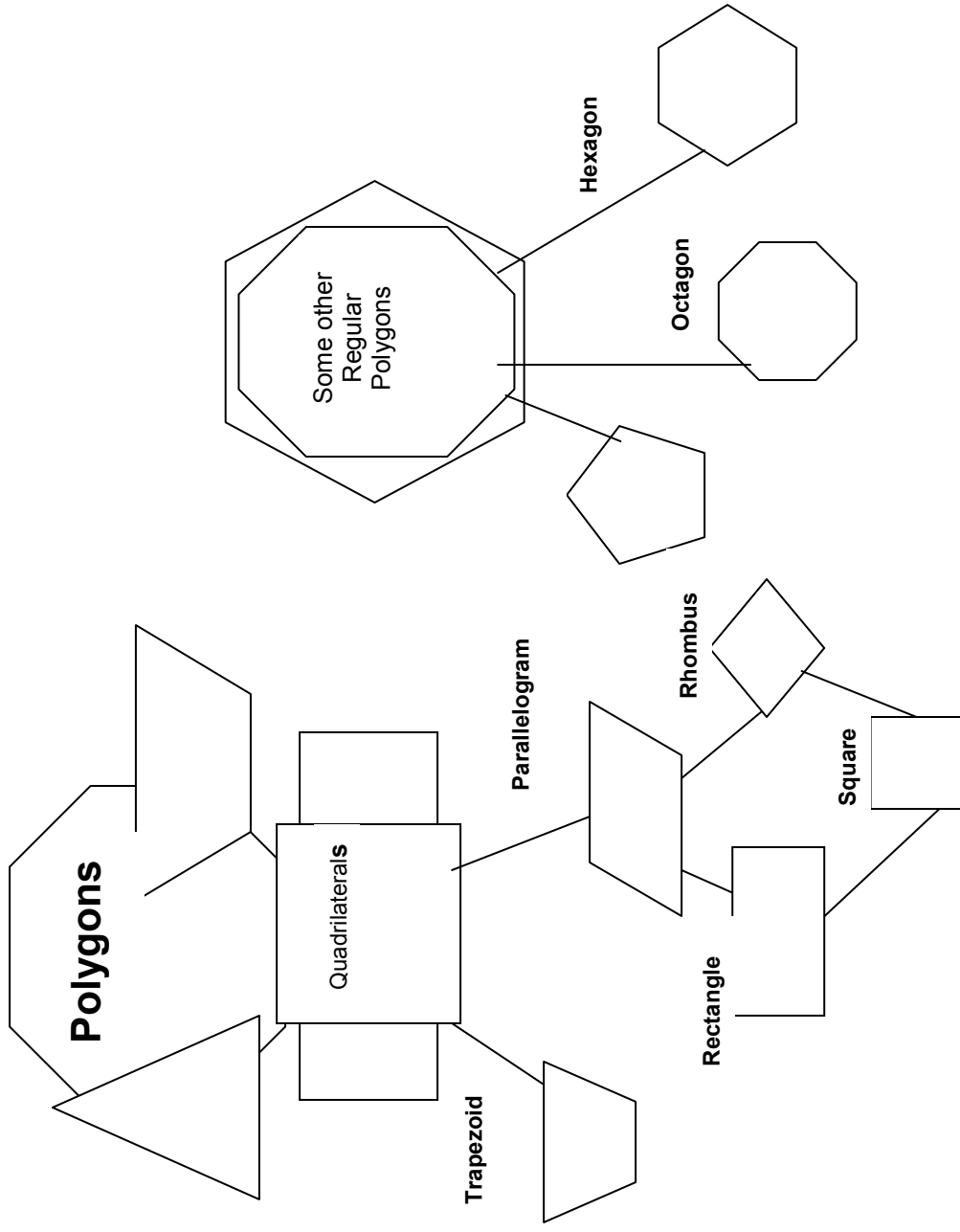
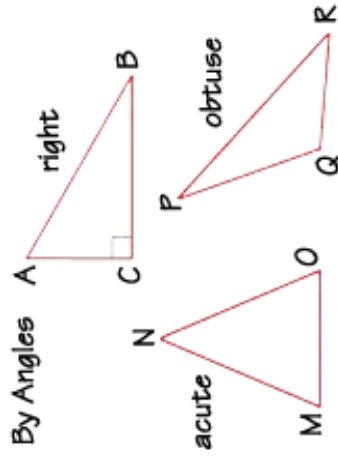
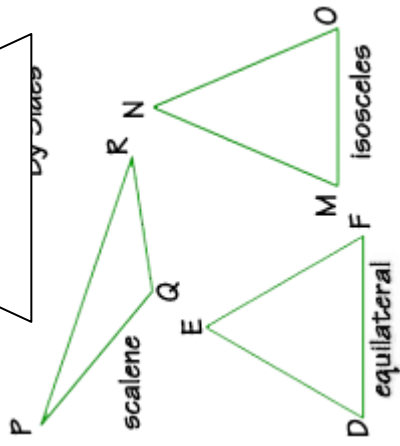
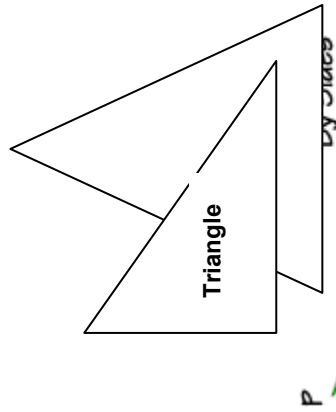
Geoboards	Size, shape, counting, area, perimeter, circumference, symmetry, fractions, coordinate geometry, slopes, angles, Pythagorean Theorem, estimation, percent, similarity, congruence, rotations, reflections, translations, classification, sorting, square numbers, polygons, spatial visualization, logical reasoning
Geometric Solids	Shape, size, relationships between area and volume, volume, classification, sorting, measurement, spatial visualization
Math Balance Invicta, number	Equality, inequality, operations on whole numbers, open sentences, equations, place value, fact strategies, measurement, logical reasoning
Miras	Symmetry, similarity, congruence, reflections, rotations, translations, angles, parallel and perpendicular lines, constructions
Money	Money, change, comparisons, counting, classifications, sorting, equality, inequality, operations on whole numbers, decimals, fractions, probability, fact strategies, number concepts
Number Cubes	Counting, number concepts, fact strategies, mental math, operations on whole numbers, fractions, decimals, probability, generation of problems, logical reasoning
Numeral Cards	Counting, classification, sorting, comparisons, equality, inequality, order, fact strategies, number concepts, operations on whole numbers, fractions, decimals, logical reasoning, patterns, odd and even numbers, prime and composite numbers
Pattern blocks	Patterns, one-to-one correspondence, sorting, classification, size, shape, color, geometric relationships, symmetry, similarity, congruence, area, perimeter, reflections, rotation, translations, problem solving, logical reasoning, fractions, spatial visualization, tessellations, angles, ratio, proportions
Polyhedra Models	Shape, size, classification, sorting, polyhedra, spatial visualization
Protractors	Constructions, angle measurement
Rulers Tape Measures	Measurement, area, perimeter, constructions, estimation, operations on whole numbers, volume
Spinners	Counting, number concepts, operations on whole numbers, decimals, fractions, fact strategies, mental math, logical reasoning, probability, generation of problems
Tangrams	Geometric concepts, spatial visualization, logical reasoning, fractions, similarity, congruence, area, perimeter, ratio, proportion, angles, classification, sorting, patterns, symmetry, reflections, translations, rotations
Ten-frames	Fact strategies, mental math, number concepts, counting, equality, inequality, place value, patterns, operations on whole numbers
Thermometers	Temperature, integers, measurement
<b>Two-Color Counters</b>	Counting, comparing, sorting, classification, number concepts, fact strategies, even and odd numbers, equality, inequality, operations, ratio, proportions, probability, integers

## CONCEPTS TO MANIPULATIVES

The following is a listing of SOME of the manipulatives that can effectively be used to teach the given concept.

Concepts	Manipulative
<b>Angles</b>	Protractors, compasses, geoboards, miras, rulers, tangrams, pattern blocks
<b>Area</b>	Geoboards, color tiles, base-ten blocks, decimal squares, cubes, tangrams, pattern blocks, rulers, fraction models
<b>Classification, sorting</b>	Attribute blocks, cubes, pattern blocks, tangrams, 2-color counters, Cuisenaire rods, dominoes, geometric solids, money, numeral cards, base-ten materials, polyhedra models, geoboards, decimal squares, fraction models
<b>Coordinate Geometry</b>	geoboards
<b>Constructions</b>	Compasses, protractors, rulers, miras
<b>Counting</b>	Cubes, 2-color counters, color tiles, Cuisenaire rods, dominoes, numeral cards, spinners, 10-frames, number cubes, money calculators
<b>Decimals</b>	Decimal squares, base-ten blocks, money, calculators, number cubes, numeral cards, spinners
<b>Equations/inequalities Equality/inequality Equivalence</b>	Algebra tiles, math balance, calculators, 10-frames, balance scale, color tiles, dominoes, money, numeral cards, 2-color counters, cubes, Cuisenaire rods, decimal squares, fraction models
<b>Estimation</b>	Color tiles, geoboards, balance scale, capacity containers, rulers, Cuisenaire rods, calculators
<b>Factoring</b>	Algebra tiles
<b>Fact Strategies</b>	10-frames, 2-color counters, dominoes, cubes, numeral cards, spinners, number cubes, money, math balance, calculators
<b>Fractions</b>	Fraction models, pattern blocks, base-ten materials, geoboards, clocks, color tiles, cubes, Cuisenaire rods, money, tangrams, calculators, number cubes, spinners, 2-color counters, decimal squares, numeral cards
<b>Integers</b>	2-color counters, algebra tiles, thermometers, color tile
<b>Logical reasoning</b>	Attribute blocks, Cuisenaire rods, dominoes, pattern blocks, tangrams, number cubes, spinners, geoboards
<b>Mental Math</b>	10-frames, dominoes, number cubes, spinners
<b>Money</b>	Money
<b>Number Concepts</b>	Cubes, 2-color counters, spinners, number cubes, calculators, dominoes, numeral cards, base-ten materials, Cuisenaire rods, fraction models, decimal squares, color tiles, 10-frames, money
<b>Odd, Even, Prime, Composite</b>	Color tiles, cubes, Cuisenaire rods, numeral cards, 2-cold counters
<b>Patterns</b>	Pattern blocks, attribute blocks, tangrams, calculators, cubes, color tiles, Cuisenaire rods, dominoes, numeral cards, 10-frames
<b>Percent</b>	Base-ten materials, decimal squares, color tiles, cubes, geoboards, fraction models
<b>Perimeter/Circumference</b>	Geoboards, color tiles, tangrams, pattern blocks, rulers, base-ten materials, cubes, fraction circles, decimal squares
<b>Place Value</b>	Base-ten materials, decimal squares, 10-frames, Cuisenaire rods, math balance, cubes, 2-color counters
<b>Polynomials</b>	Algebra tiles, base-ten materials

Pythagorean Theorem	Geoboards
Ratio/Proportion	Color tiles, cubes, Cuisenaire rods, tangrams, pattern blocks, 2-color counters
Similarity/Congruence	Geoboards, attribute blocks, pattern blocks, tangrams, miras
Size/Shape/color	Attribute blocks, cubes, color tiles, geoboards, geometric solids, pattern blocks, tangrams, polyhedra models
Spatial Visualization	Tangrams, pattern blocks, geoboards, geometric solids, polyhedra models, cubes, color tiles
Square/Cubic numbers	Color tiles, cubes, base-ten materials, geoboards
<b>Surface area</b>	Color tiles, cubes
<b>Symmetry</b>	Geoboards, pattern blocks, tangrams, miras, cubes, attribute blocks
<b>Tessellations</b>	Pattern blocks, attribute blocks
<b>Transformational geometry, translations, rotations, reflections</b>	Geoboards, cubes, miras, pattern blocks, tangrams
<b>Volume</b>	Capacity containers, cubes, geometric solids, rulers
<b>Whole Numbers</b>	Base-ten materials, balance scale, number cubes, spinners, color tiles, cubes, math balance, money, numeral cards, dominoes, rulers, calculators, 10-frames, Cuisenaire rods, clocks, 2-color counters



## ALGEBRA I Glossary

Absolute value	A number's distance from zero on a number line (The absolute value of $-4$ is $4$ ; the absolute value of $4$ is $4$ .)
Absolute value equation	Equation whose graph forms a V that opens up or down
Absolute value inequality	Inequalities involving absolute value
Additive inverse	The opposite of a number (The additive inverse of $3$ is $-3$ . The sum of a number and its additive inverse is zero.)
Algebra	A generalization of arithmetic in which symbols represent members of a specified set of numbers and are related by operations that hold for all numbers in the set
Algebraic expression	An expression that contains a variable (Ex. $X - 2$ )
Algebraic fraction	A fraction that contains a variable
Algorithms	A mechanical procedure for performing a given calculation or solving a problem through step-by-step procedures such as those used in long division
Array	A rectangular arrangement of objects in rows and columns
Associative Property	If three or more numbers are added or multiplied, the numbers can be regrouped without changing the results (Ex. $4 + (6 + 5) = (4 + 6) + 5$ )
Axis	Either of two number lines used to form a coordinate grid
Bar graph	A graph in which horizontal or vertical bars represent data
Binomial	An expression consisting of two terms connected by a plus or minus sign, (i.e., $4a + 6$ )
Box-and-whisker plot	A graphic method for showing a summary of data using median, quartiles, and extremes of data (A box-and-whisker plot makes it easy to see where the data are spread out and where they are concentrated. The longer the box, the more the data are spread out.)
Central tendencies	A single number that is used to describe a set of numbers (Ex. mean, median, mode, etc.)
Chance	The probability of an outcome in an uncertain event (Ex. In tossing a coin, there is an equal chance of getting heads or tails.)
Coefficient	The numerical factor when a term has a variable (Ex. In the expression $3x + 2y = 16$ , $2$ and $3$ are coefficients.)
Commutative Property	If two numbers are added or multiplied, the operations can be done in any order (Ex. $4 \times 5 = 5 \times 4$ )
Composite number	Any integer that is not a prime number (evenly divisible by numbers other than one and itself)
Consecutive	Following one another in an uninterrupted order (Ex. $6, 7, 8$ , and $9$ are consecutive numbers.)
Constant	In an algebraic expression, the number without the variable (Ex. In the expression $2x + 5$ , $5$ is the constant.)
Coordinate	A set of numbers that locates the position of a point usually represented by $(x, y)$ values
Coordinate system/Cartesian Plane	A method of locating points in the plane or in space by means of numbers (A point in a plane can be located by its distances from both a horizontal and a vertical line called the axes. The horizontal line is called the x-axis. The vertical line is called the y-axis. The pairs of numbers are called ordered pairs. The first number, called the x-coordinate, designates the distance along the horizontal axis. The second number, called the y-coordinate, designates the distance along the vertical axis. The point at which the two axes intersect has the coordinates $(0, 0)$ and is called the origin.)
Data	Information gathered by observation, questioning, or measurement

Dependent variable	A variable that provides the output values of a function
Difference	The result of subtraction
Direct variation	A linear function of the form $y = kx$ , where $k$ is the constant of variation and $k$ is not equal to zero
Distributive Property	A property that relates two operations on numbers, usually multiplication and addition, or multiplication and subtraction (Ex. $a(x + y) = ax + ay$ )
Domain	The set of all first coordinates from the ordered pairs of a relation
Equation	A mathematical sentence containing an equal sign
Explicit equation	An equation that relates the inputs to the outputs
Exponent	A number showing how many times the base is used as a factor (Ex. $3^2 = 3 \times 3$ or $9$ )
Exponential Function	A function in the form of $f(x) = a^x$ , where $x$ is a real number, and $a$ is positive and not 1
Expression	A mathematical statement that does not contain an equal sign
Extrapolate	To extend and estimate data based on given information
Factor	Any numbers multiplied by another number to produce a product
Factoring	A method used to solve a quadratic equation that requires using the zero product property (Factoring is a process of rewriting a number or expression as product of two or more numbers or expressions.)
Formulas	Specific equations giving rules for relationships between quantities
Function	A relation in which each member of the domain is paired with one, and only one, member of the range
Function Notation	To write a rule in function notation, you use the symbol $f(x)$ in place of $y$ . (Ex. $f(x) = 3x - 8$ is in functional notation.)
Graph of a function	A pictorial way to display a function
Histogram	A graphic representation of the frequency distribution of a continuous variable (Rectangles are drawn in such a way that their bars lie on a linear scale representing different intervals (bin width), and their heights are proportional to the frequencies of the values within each of the intervals.)
Independent variable	A variable that provides the input values of a function
Inequality	A mathematical statement that one quantity is less than ( $<$ ) or greater than ( $>$ ) another
Inference	Reasoning from data, premises, graphs, and incomplete and inconsistent sources to form sensible conclusions
Integers	The set of whole numbers and their opposites
Interest	Amount paid for the use of money
Interpolate	To interpret and estimate data between given values
Irrational numbers	Real numbers that cannot be expressed in the form $a/b$ (a fraction) where $a$ and $b$ are integers
Inverse variation	A function that can be written in the form $xy = k$ or $y = k/x$ (The product of the quantities remains constant, so as one quantity increases, the other decreases.)
Linear function	A function that has a constant rate of change and can be modeled by a straight line
Line graph	A means of displaying statistical information by connecting graphs of ordered pairs to show changes in quantities
Line of best fit	The most accurate trend line on a scatter plot showing the relationship between two sets of data
Lines	A set of points $(x, y)$ that satisfy the equation $ax + by + c = 0$ where $a$ and $b$ are not both zero

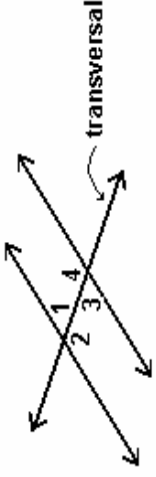
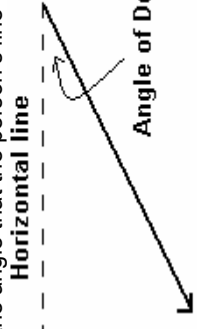
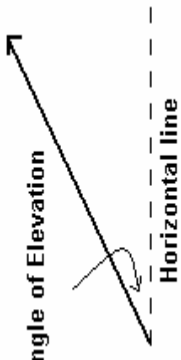
Literal equation	An equation involving two or more variables
Mapping diagram	A diagram that maps an input value to an output value to determine whether a relation is a function
Matrices	Ordered tables or listings of numerical data
Maximum	The greatest value of the function if it has such an extreme value
Mean	The sum of a set of numbers divided by the number of numbers in that set
Median	In a list of data ordered from least to greatest or greatest to least, the middle number or the average of the middle two numbers
Minimum	The least value of the function if it has such an extreme value
Mode	In a list of data, the number or item occurring most frequently
Monomial	An expression that is a number, a variable, or a product of a number and variable (Ex. 7, x and 8xy are all monomials.)
Natural Numbers	One of the numbers 1, 2, 3, 4... also called counting numbers
Number sense	The ability of the learner to make logical connections between new information and previously acquired knowledge to understand the meanings, relationships, and magnitudes of numbers and common measurements
Number Theory	Concepts of numbers such as prime, composite, squares, factors, and multiples
Parabola	The graph of a quadratic function
Patterns	Repeated sequences
Perfect Square Trinomial	Any trinomial in the form $a^2 + 2ab + b^2$
Point slope form	A linear equation of a non-vertical line written as $y - y_1 = m(x - x_1)$
Polynomial	In algebra, a n expression consisting of two or more terms (Ex. $x^2 - 2xy + y^2$ )
Powers	Numbers that can be expressed using exponents
Prime Numbers	A whole number greater than one having exactly two distinct factors, one and itself
Probability	The likelihood that an event will occur (Written formally as P(event))
Proportion	An equation that states that two ratios are equal
Pythagorean Theorem	In a right triangle, the sum of the squares of the length of the legs is equal to the square of the length of the hypotenuse. (Ex. $a^2 + b^2 = c^2$ )
Quadratic formula	The solutions of a quadratic equation of the form $ax^2 + bx + c = 0$ where $a \neq 0$ are given by the quadratic formula which is $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$
Quadratic function	A function that has an equation of the form $y = Ax^2 + Bx + C$ where 'A' does not equal 0
Radicals	A radical symbol ( $\sqrt{\quad}$ ) and its radicand
Radical Equation	An equation that has a variable in a radicand
Radical expression	An expression with a radical in it
Radicand	An expression under the radical sign
Range	The set of all the second coordinates from the set of ordered pairs of a relation
Range (statistics)	The difference between the greatest and least numbers in a set of numerical data
Ratio	A comparison of two numbers, represented in one of the following ways: 2 to 5, 2 out of 5, 2:5, or 2/5

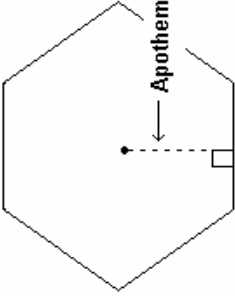
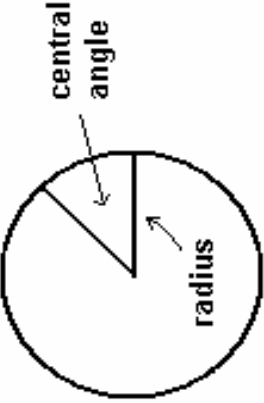


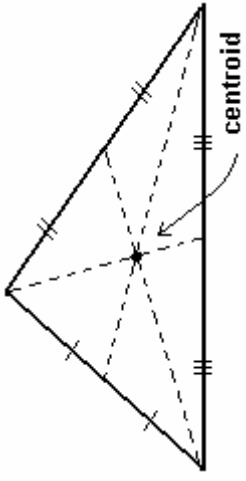
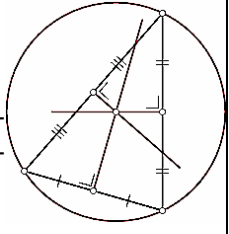
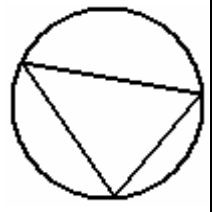
Rational Numbers	A number in the form of an $a/b$ , where $a$ and $b$ are integers and $b$ is not equal to zero
Real Roots	The zeros of an equation that occur at x-intercepts of the graph of the related function
Recursive function	A recursive formula has two parts: the value(s) of the first term(s), and a recursion equation that shows how to find each term from the term(s) before it
Reflection	Mirror image of a figure (Objects remain the same shape, but their positions change through a flip.)
Regression	Statistical technique that predicts the equation that best fits the data
Relation	A set of ordered pairs of data
Scale	The numeric ratio used to produce an enlarged or reduced drawing of a picture or an object
Scalar multiplication	Multiplication of a matrix by a constant (scalar)
Scatter plot	A graph of the points representing a collection of data
Scientific Notation	A means of expressing a number as a product of a number between one and ten and a power of ten (Ex. $1100 = 1.1 \times 10^3$ )
Simultaneous (Systems) Equations	Pair of equations of the first degree upon which two different conditions are put on the same variables at the same time (Ex. Find two numbers whose sum is 7 and whose difference is 1. $x + y = 7$ and $x - y = 1$ .)
Slope	The ratio of the vertical change to the horizontal change
Slope-intercept form	A linear equation in the form $y = mx + b$ , where $m$ is the slope of the graph of the equation and $b$ is the y-intercept
Square root	That number which, when multiplied by itself, produces the given number (Ex. 5 is the square root of 25, because $5 \times 5 = 25$ .)
Standard form of a linear equation	The form of a linear equation $Ax + By = C$ where $A$ , $B$ , and $C$ are real numbers and $A$ and $C$ are not both zero (Ex. $6x - y = 12$ )
Standard form of a polynomial	The form of a polynomial in which the degree of the terms decreases from left to right (descending order)
Stem-and-leaf display	A means of organizing data in which certain digits are uses as stems, and the remaining digits are leaves
Table	A display of data, usually arranged in rows and columns
Term	A number, variable, or the product or quotient of a number and one or more variables
Theoretical probabilities	Probabilities determined without performing an experiment
Unit rates	Any fixed amount, quantity, etc., used as a standard
Trinomial	An expression containing three terms connected by a plus or minus sign (Ex. $5x^2 + 3x - 6$ )
Units of measure	Inches, meters, pounds, grams, etc.
Variable	A letter that can assume different values
Vertex	The maximum or minimum value of a parabola
Vertical Line Test	A method used to determine if a relation is a function or not (If a vertical line passes through a graph more than once, the graph is not the graph of a function.)
Vertical Shift	Movement of a graph up or down the y-axis
Whole numbers	The set of natural numbers and zero
X-axis	The horizontal axis of a coordinate plane
X-coordinate	The location on the x-axis of a point on the coordinate plane

X-intercept	The x-coordinate of the point where a line crosses the x-axis
Y-axis	The vertical axis of a coordinate plane
Y-coordinate	The location on the y-axis of a point on the coordinate plane
Y-intercept	The y-coordinate of the point where the line crosses the y-axis
Zeros	The x-intercepts of a quadratic equation that crosses the x-axis

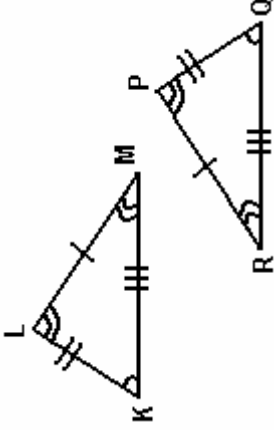
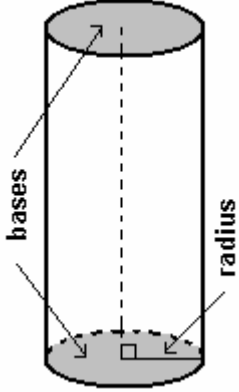
## GEOMETRY Glossary

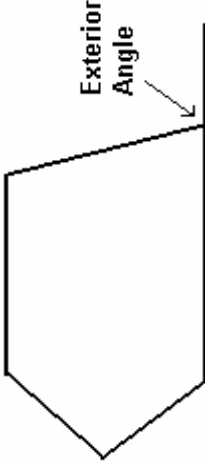
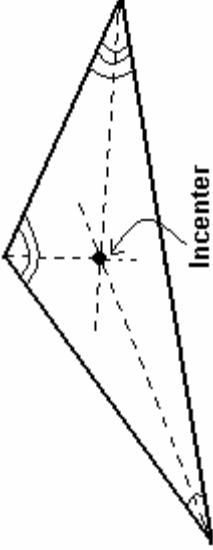
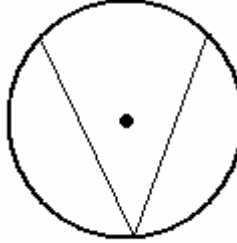
Adjacent angles	Two coplanar angles that share a vertex and a side but do not overlap
Alternate interior angles	Two angles that lie on opposite sides of a transversal between two lines that the transversal intersects  
Altitude of a triangle	A perpendicular segment from a vertex of a triangle to the line that contains the opposite side
Angle	Two non-collinear rays having the same vertex
Angle of depression	When a point is viewed from a higher point, the angle that the person's line of sight makes with the horizontal  
Angle of elevation	When a point is viewed from a lower point, the angle that the person's line of sight makes with the horizontal  

Apothem	The distance from the center of a regular polygon to a side 
Arcs	An unbroken part of a circle
Area	The amount of space in square units needed to cover a surface
Attributes	A quality, property, or characteristic that describes an item or a person (Ex. color, size, etc.)
Biconditional	A statement that contains the words "if and only if" (This single statement is equivalent to writing both "if p, then q" and its converse "if q then p.")
Bisector	A segment, ray or line that divides into two congruent parts
Center of a circle	The point equal distance from all points on the circle
Central angle	An angle whose vertex is the center of a circle (Its measure is equal to the measure of its intercepted arc.) 

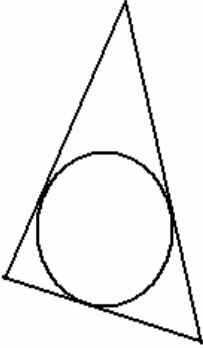
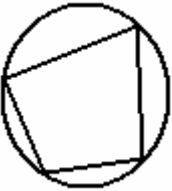
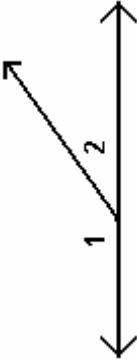
Centroid	<p>The centroid of the triangle is the point of concurrency of the medians of the triangle.</p> 
Chords	A segment whose endpoints lie on the circle
Circle	The set of all points in a plane that are an equal distance (radius) from a given point (the center) which is also in the plane
Circumcenter	<p>A circumcenter is the point of concurrency of the perpendicular bisectors of a triangle.</p> 
Circumference	The distance around a circle
Circumscribed	<p>A circle is circumscribed about a polygon when each vertex of the polygon lies on the circle. (The polygon is inscribed in the circle.)</p> 
Collinear points	Points in the same plane that lie on the same line
Complementary angles	Two angles whose measures add up to 90 degrees
Concentric circles	Concentric circles lie in the same plane and have the same center

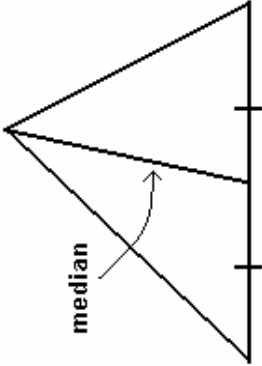
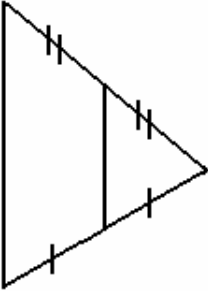
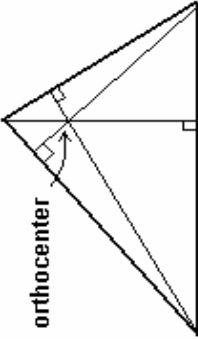
Conditional statements	A statement that can be written in the form "if p, then q" (Statement p is the hypothesis and statement q is the conclusion.)
Cone	A three dimensional figure with one circle base and a vertex  <div data-bbox="248 667 597 1041" data-label="Image"> </div>
Congruent	Having the same measure
Conjecture	Something believed to be true but not yet proven (an educated guess)
Consecutive angles	In a polygon, two angles that share a side  <div data-bbox="732 722 948 1031" data-label="Image"> </div>
Consecutive sides	In a polygon, two sides that share a vertex
Contrapositive	The contrapositive of a conditional statement ("if p, then q" is the statement "if not q, then not p")
Converse	The converse of the conditional statement interchanges the hypothesis and conclusion ("if p, then q, becomes "if q, then p")
Convex polygon	A polygon in which no segment that connects two vertices can be drawn outside the polygon
Coordinate geometry	Geometry based on the coordinate system

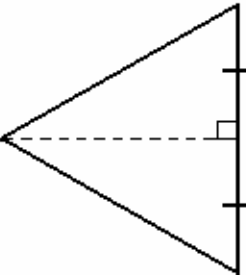
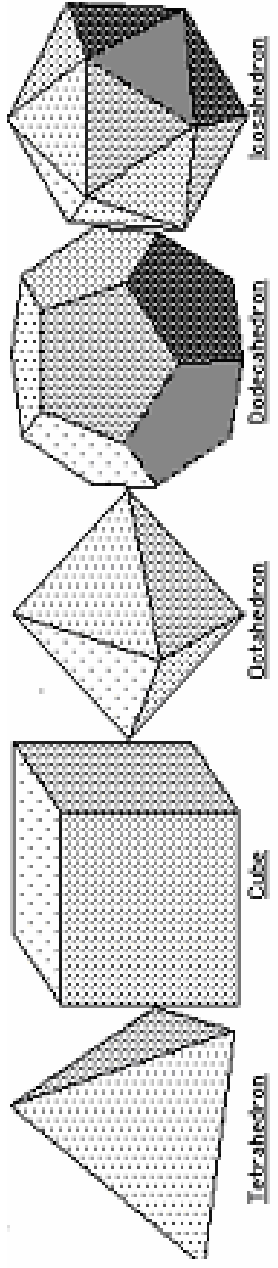
Coordinate plane	A grid formed by two axes that intersect at the origin (The axes divided the plane into 4 equal quadrants.)
Coplanar points	Points that lie in the same plane
Corollary	A corollary of a theorem is a statement that can easily be proven by using the theorem.
Corresponding parts	A side (or angle) of a polygon that is matched up with a side (or angle) of a congruent or similar polygon
	
Cosine	In a right triangle, the ratio of the length of the leg adjacent to the angle to the length of the hypotenuse
Cross-section	A cross-section is the intersection of a solid and a plane.
Cylinder	A space figure whose bases are circles of the same size
	
Deductive reasoning	Using facts, definitions, and accepted properties in a logical order to reach a conclusion or to show that a conjecture is always true
Dilations	Transformations producing similar but not necessarily congruent figures

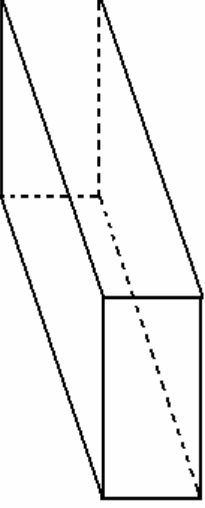
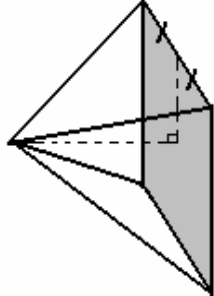
Exterior angle of a polygon	<p>An angle formed when one side of the polygon is extended (The angle is adjacent to an interior angle of the polygon.)</p> 
Geometric mean	<p>If <math>a</math>, <math>b</math>, and <math>x</math> are positive numbers, and <math>a/x = x/b</math>, then <math>x</math> is the geometric mean of <math>a</math> and <math>b</math>.</p>
Incenter	<p>The incenter of a triangle is the point of concurrency of the angle bisectors of the triangle.</p> 
Inductive reasoning	<p>A type of reasoning in which a prediction or conclusion is based on an observed pattern</p>
Inscribed angle	<p>An angle whose vertex is on a circle and whose sides are chords of the circle</p> 

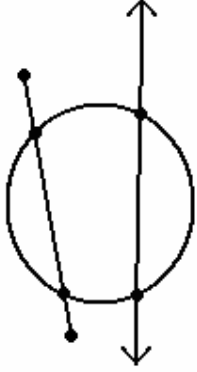
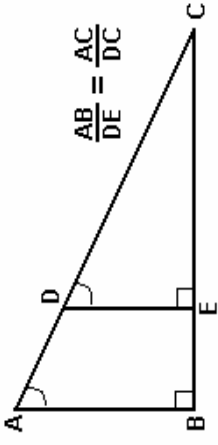
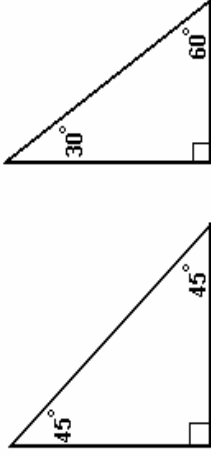


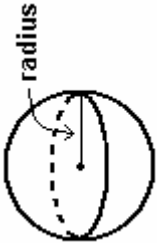
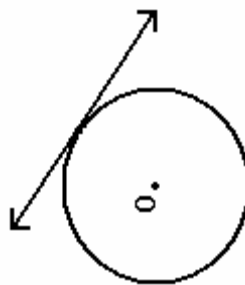

Inscribed circle	A circle is inscribed in a polygon if the sides of the polygon are tangent to the circle. 
Inscribed polygon	A polygon is inscribed in a circle if the vertices of the polygon are on the circle. 
Interior angles of a polygon	The inside angle of a polygon formed by two adjacent sides
Inverse statement	The inverse of the conditional statement ("if p, then q" is the statement "if not p, then not q")
Irregular polygon	A polygon where all sides and angles are not congruent
Isometric drawings	Drawings on isometric dot paper used to show 3-dimensional objects
Isosceles triangle	A triangle with at least two sides congruent
Line of symmetry	The line over which a figure is reflected resulting in a figure that coincides exactly with the original figure
Linear pair of angles	Two adjacent angles form a linear pair if their non-shared rays form a straight angle. 
Matrix logic	Using a matrix to solve logic problems

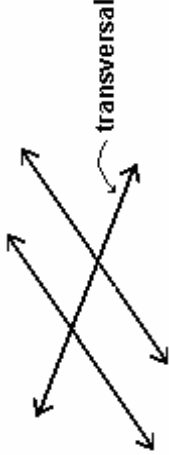

Median of a triangle	A segment that has as its endpoints a vertex of the triangle and the midpoint of the opposite side 
Midpoint of a segment	The point that divides a segment into two congruent segments
Midsegment	A segment whose endpoints are the midpoints of two sides of a polygon 
Orthocenter	The orthocenter is the point of concurrency of the altitudes of a triangle. 
Orthographic drawings	An orthographic drawing is the top view, front view and right side view of a three-dimensional figure.
Parallel lines	Lines in a plane that never intersect
Parallelogram	A quadrilateral with both pairs of opposite sides parallel

Perimeter	The distance around a polygon
Perpendicular bisector	The perpendicular bisector of a segment is a line, segment or ray that is perpendicular to the segment at its midpoint. 
Perpendicular	Two lines, segments, rays, or planes that intersect to form right angles
Planes	A flat surface having no boundaries
Platonic solid	A polyhedron all of whose faces are congruent regular polygons, and where the same number of faces meet at every vertex 
Point	A specific location in space
Polygon	A closed plane figure whose sides are segments that intersect only at their endpoints with each segment intersecting exactly two other segments
Postulates	A mathematical statement that is accepted without proof

Prism	<p>A three-dimensional figure--with two congruent faces called bases--that lies in parallel planes (The other faces called lateral faces are rectangles that connect corresponding vertices of the bases.)</p> 
Pyramid	<p>A three-dimensional figure with one base that is a polygon (The other faces, called lateral faces, are triangles that connect the base to the vertex.)</p> 
Quadrilateral	A four-sided polygon
Radius	A line segment having one endpoint at the center of the circle and the other endpoint on the circle
Reflections	Mirror images of a figure (Objects stay the same shape, but their positions change through a flip.)
Regular octagon	An octagon with all sides and angles congruent
Regular polygon	A polygon with all sides and angles congruent
Rotations	A transformation in which every point moves along a circular path around a fixed point called the center of rotation
Scale drawings	Pictures that show relative sizes of real objects

Secants	<p>A line, ray or segment that intersects a circle at two points</p> 
Similarity	<p>The property of being similar</p>
Similar polygons	<p>Two polygons are similar if corresponding angles are congruent and the lengths of corresponding sides are in proportion.</p> 
Sine	<p>In a right triangle, the ratio of the length of the leg opposite the angle to the length of the hypotenuse</p>
Slope	<p>The ratio of the vertical change to the horizontal change</p>
Slope-intercept form	<p>A linear equation in the form <math>y = mx + b</math>, where <math>m</math> is the slope of the graph of the equation and <math>b</math> is the <math>y</math> intercept</p>
Special right triangles	<p>A triangle whose angles are either 30-60-90 degrees or 45-45-90 degrees</p> 

Spheres	The set of all points in space equal distance from a given point 
Standard form of an equation	The form of a linear equation $Ax + By = C$ where $A$ , $B$ , and $C$ are real numbers and $A$ and $C$ are not both zero Ex. $6x + 2y = 10$
Supplementary angles	Two angles whose measures add up to 180 degrees
Surface area	The area of a net for a three-dimensional figure
Tangent	In a right triangle, the ratio of the length of the leg opposite the angle to the length of the leg adjacent to the angle
Tangent to a circle	A line in the plane of the circle that intersects the circle in only one point 
Tessellate	A pattern of polygons that covers a plane without gaps or overlaps 
Theorems	A conjecture that can be proven to be true
Transformation	A change made to the size or position of a figure
Translation	A transformation that slides each point of a figure the same distance in the same direction

Transversal	A line that intersects two or more other lines in the same plane at different points 
Triangle Inequality Theorem	The sum of the lengths of any two sides of a triangle is greater than the lengths of the third side.
Trigonometric ratios	The sine, cosine and tangent ratios
Venn diagram	A display that pictures unions and intersections of sets
Vertical angles	Non-adjacent, non-overlapping congruent angles formed by two intersecting lines (They share a common vertex.) $\angle 1$ and $\angle 3$ are vertical angles. $\angle 2$ and $\angle 4$ are vertical angles. 
Volume	The number of cubic units needed to fill a space

## English Language Proficiency Framework Committee

### Acknowledgements

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**ARKANSAS DEPARTMENT OF EDUCATION  
Critical Academic Licensure Shortage Areas  
2006-2007 School Year**

The Arkansas Department of Education has designated the following areas as critical academic teacher licensure/endorsement shortage areas for the 2006-2007 school year.

**Licensure Areas:**

**Art**

**Middle Childhood \***

Mathematics/Science (4-8)  
English/Language Arts/Social Studies (4-8)

**Foreign Language (P-8, 7-12)**

French  
German  
Spanish

**Science (Secondary)**

Life/Earth Science (7-12)  
Physical/Earth Science (7-12)  
**or** (Old Licenses: Biology/Chemistry/Physical Science/Physics)

**Mathematics (Secondary)**

Mathematics (7-12)

**Special Education**

Deaf Education  
Visually Impaired  
Special Ed. Instructional Specialist (P-4, 4-12)  
**or** (Old Licenses: {K-12} Mildly Handicapped, Moderately/Profound Handicapped/Severely Emotionally Disturbed)

**Endorsements:**

**Library Media**

**Guidance and Counseling**

**Gifted and Talented**

\* The 2006-2007 school year may be the last year in which middle school will be designated as a licensure shortage area due to the establishment of the 5<sup>th</sup>/6<sup>th</sup> endorsements.

## **Rules Governing the Non-Traditional Licensure Program**

### **5.01.3 As approved on April 10, 2006**

Document appropriate employment as teacher-of-record, teaching a minimum of five class periods per day in the appropriate licensure area(s), in an Arkansas public school during the provisional licensure period. or other Arkansas agency or organization requiring that requires an Arkansas teaching license

### **5.01.3 As recommended for a Technical Amendment**

Document appropriate employment as teacher-of-record, teaching a minimum of five hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school or a private school within the state of Arkansas accredited by a nationally recognized accrediting association during the provisional licensure period. or other Arkansas agency or organization requiring that requires an Arkansas teaching license

**Arkansas Department of Education**  
**Rules Governing the Assessments Scores for Students Attending the Arkansas School for**  
**Mathematics, Sciences and the Arts of the University of Arkansas**  
February 2006

**1.0 Regulatory Authority**

- 1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing the Assessment Scores of Students attending the Arkansas School for Mathematics, Sciences and the Arts of the University of Arkansas.
- 1.02 The State Board of Education promulgated these Rules pursuant to the implementation of Ark. Code Ann. \_6-11-105 and Ark. Code Ann. \_6-15-439 Act 2253 of the Regular Session of 2005.

**2.0 Purpose of Rules**

- 2.01 To develop reporting procedures on student achievement designed to track and report the results of assessments taken by students attending the Arkansas School for Mathematics, Sciences, and the Arts of the University of Arkansas to the public school districts that the student attended immediately prior to transferring to the Arkansas School for Mathematics, Sciences and Arts of the University of Arkansas.

**DRAFT**

**3.0 Definition for the Purpose of these Rules, the following terms mean:**

- 3.1 AArkansas Comprehensive Assessment Program@ B means the testing component of Arkansas Comprehensive, Testing, Assessment and Accountability Program, which shall consist of developmentally appropriate assessments for kindergarten, Grades one and two, national norm-referenced tests in Grades 3 through 9, any other assessments as required by the State Board of Education, criterion-referenced tests for Grades 3 through 8, or other assessments which are based on researched best practices as determined by qualified experts which would be in compliance with federal and state law, End-of-Course tests for designated grades and content areas, and the high school literacy test;
- 3.2 AArkansas Comprehensive, Testing, Assessment and Accountability Program@ (ACTAAP) B means a comprehensive system that focus on high academic standards, professional development, student assessments, and accountability for all schools;
- 3.3 ACriterion-Referenced Test (CRT)@ B an assessment required by state statue, rule and regulation which is designed by the State to measure student performance/achievement on the State=s Academic Content Standards;

- 3.4 A Norm-Referenced Test (NRT)@ B an assessment required by state law rule or regulation to measure the performance/achievement of Arkansas students relative to the achievement of students who comprised the norm or standardization group for a particular commercial instrument;
- 3.5 A Secure Examination or Assessment@ B an assessment instrument, materials or other student achievement evaluation method required by State statute, rule or regulation that is administered to assess student performance or achievement and takes place on the dates specified on the testing/assessment calendar developed by the Commissioner of the Department.

#### **4.0 Transmittal of Assessment Scores**

- 4.1 Secure assessment scores under the Arkansas Comprehensive, Testing, Assessment, and Accountability Program for assessments taken by students attending the Arkansas School for Mathematics, Sciences, and the Arts of the University of Arkansas shall be made available to school officials for educational purposes only.

#### **5.0 Identification of students attending the Mathematics and Science School**

- 5.1 The Arkansas School for Mathematics and Sciences and the Arts of the University of Arkansas shall report the name, of each individual student to the local school district the student attended immediately prior to transferring to the Arkansas School for Mathematics, Sciences and the Arts of the University of Arkansas, and make an official request for ACTAAP assessment scores for educational use.
- 5.2 Upon request of ACTAAP assessment scores, the local school district shall immediately release all ACTAAP assessment scores to the Arkansas School for Mathematics, Sciences and the Arts of the University of Arkansas.
- 5.3 The Arkansas School for Mathematics, Science and Arts of the University of Arkansas shall report to the Office of Public School Academic Accountability the name of each student, and the name of the school district the student attended immediately prior to transferring to the Arkansas School for Mathematics, Sciences and the Arts of the University of Arkansas no later than December 15 of each school year.
- 5.4 Due to confidentiality of individual student achievement scores ACTAAP, the Arkansas Department of Education shall make available on a website *only* the aggregate assessment scores of students attending the Arkansas School for Mathematics, Sciences and the Arts of the University of Arkansas to appropriate school officials in local school districts and at the Arkansas School for Mathematics, Sciences, and Arts of the University of Arkansas.